



CANADIAN ASSOCIATION OF UNIVERSITY TEACHERS  
ASSOCIATION CANADIENNE DES PROFESSEURS D'UNIVERSITÉ

# bulletin

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## CAUT Bulletin

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# LETTERS LETTRES

## Casualty of generous service

Your report on the Milner Award in the September *Bulletin* (p.6) is inaccurate in a way I think most unfortunate. Professor Milner did not die in an airplane accident but—as living memory and a check of an earlier *Bulletin* should show—of a heart attack, on a plane taking him back to Toronto after a morning spent in the C.A.U.T. office on Academic Freedom and Tenure Committee business. Professor Milner (and others) knew that he had a serious heart condition, in spite of which he had for some time carried on with remarkable skill and great courage in his devotion to the cause of academic freedom.

I myself drove Professor Milner to the Ottawa airport and saw him onto a plane after having lunch with him in the airport restaurant. He died enroute. If he was a casualty, it was not of an airplane accident, but of his generous service to the Canadian academic community.

Sincerely yours,  
A. Berland  
Dean of Humanities and  
Professor of English  
McMaster University

## Orlikow's resignation

On page 12 of the September issue of the *Bulletin*, you carried an article reporting on the resignation of Mr. David Orlikow, M.P., from the Board of Governors of The University of Manitoba on the grounds that we were hiring too many non-Canadian faculty members. I shall not refer to the entire article but note one rather typical quotation, "A non-Canadian Dean of Architecture will become a tenured professor and be replaced as Dean by another non-Canadian, Professor Thompson from New Jersey, in a faculty where between 80% and 90% of the academic staff are not of Canadian origin."

The fact is that counting only full-time faculty members (the large number of part-time staff employed are almost 100% local and Canadian) at least 50% are of Canadian origin. Of the remaining 50%, at least half are Canadian citizens though admittedly first generation. The "non-Canadian Dean of Architecture" referred to by Mr. Orlikow has in fact become a Canadian citizen. When he became Dean in 1974 only one of the five department heads was Canadian born; now three of the five are Canadian born. The *Winnipeg Free Press* carried an editorial on Mr. Orlikow's resignation which your readers may find interesting. It is attached.

Yours sincerely,  
D.R. Campbell  
President  
University of Manitoba

Editor's note:  
The editorial in question, which was in strong support of President Campbell's views, appeared in the *Winnipeg Free Press* on August 2, 1979.

## In Memoriam

Members of the Women's Caucus of the Canadian Sociology and Anthropology Association are saddened at the news of the passing of CAUT's Committee on the Status of Women Academics, 1, and many other women at a CSAA women's caucus

meeting in Saskatoon, wondered at the cause of death, especially when we heard that a regional meeting of the CAUT committee in Atlantic Canada strongly and vigorously opposed the issuing of a death warrant. How did it happen? Were the corresponding members contacted? What procedure was followed and what input was made to the committee from those opposing the move? I, for one, was not even aware of the proposed death until after it was pronounced, and at least one person at the May Council meeting assumed that a fair and equitable process had led to that recommendation. Frankly, looking at the status of women academics in Canada, I do not see signs that the Status of Women is no longer a problem.

In fact, the September issue of the *CAUT Bulletin* has one item on page 12 which symbolically indicates the continuing problem of women's status. The "In Memoriam" for Mrs. Velma Reid does not give prominence to her own work for CAUT between 1969 and 1977. Indeed, it does not even mention the nature of her contribution except as "a member of the CAUT central office staff until her retirement." What is highlighted is her position of being the wife of the first Executive Secretary in which capacity she might or might not have contributed to CAUT.

In light of the continuing problem of the Status of Women in Canada, I would encourage the Council: (1) to reconsider its decision to disband the Committee on the Status of Women Academics and (2) to ensure that in future adequate notice and a fair and just set of procedures be followed for the disbandment of such an important committee.

Linda Christiansen-Ruffman  
Associate Professor  
Department of Sociology  
Saint Mary's University

## Shameful reflection

Mr. David Gauthier knows so little about either George Grant or Socrates that he can talk about "intellectual confrontation" and not have a clue as to what it means. Obviously Professor Grant has struck at Gauthier's way of viewing philosophy and it hurts. Fortunately, incomparably more thinking people in Canada will have been influenced by George Grant than have ever heard of David Gauthier.

It is a shameful reflection on the *CAUT Bulletin* that it has printed such an expression of ignorance and distortion.

Yours truly,  
Nita Graham  
Halifax, N.S.

## Issue one of status

The inclusion in the October *Bulletin* of David Gauthier's statement of his own lack of interest in, or familiarity with, the work of George Grant and his particular dislike for *George Grant in Process*, a recent collection of essays and conversations dealing with this work, was, at first, puzzling—why review such a work here? Finally one sees that the review was appropriately published in the *Bulletin* for the issue this book poses for Gauthier is chiefly one of professional status. The identification by the book's editor of Grant as Canada's foremost political philosopher "requires comment" for Grant is not well regarded or much read by "leading professional philosophers." Indeed, only one of the contributors to the volume under review is a "professional philosopher" and many even teach theology or religious studies! Worse yet, Grant has

➡ p. 6

## UNIVERSITY OF VICTORIA DEAN FACULTY OF FINE ARTS

Applications and nominations are invited for the position of Dean of the Faculty. The Faculty consists of a School of Music and Departments of History in Art, Theatre, and Visual Arts. Candidates should be distinguished in scholarly or artistic accomplishment in one of the disciplines represented in the Faculty and should have understanding and appreciation of the other disciplines in the Faculty. Alternatively, candidates may have scholarly qualifications in another Faculty coupled with artistic understanding and appreciation of the disciplines in the Faculty of Fine Arts.

The appointment will be for a normal term of five years, commencing July 1, 1980. Applications and nominations will be accepted until December 31, 1979 and should be submitted to: Dr. A. Fisher, Vice-President, Academic, and Chairman of the Search Committee for a Dean of Fine Arts, University of Victoria, P.O. Box 1700, Victoria, British Columbia, Canada, V8W 2Y2.



## UNIVERSITY OF VICTORIA



# Freedom of information bill sound but needs tightening, says CAUT

by Helen Baxter

The introduction of a freedom of information bill by the new Conservative government was a welcome step for concerned groups across Canada which have been pressing for such legislation for years.

The bill gives the Canadian Association of University Teachers, the Canadian Labour Congress, the Canadian Bar Association, and other organizations across the country, some grounds for optimism that Canada will indeed get a sound freedom of information law in the foreseeable future.

The CAUT welcomed the government's information bill as a good first step to that end.

"The bill is sound, but it needs to be tightened in some areas," commented Donald Savage, Executive Secretary of the CAUT.

Dr. Savage said the Association was generally satisfied with the two key elements in the bill governing the compliance procedure and the exemptions by which certain classes of information can be withheld.

The compliance procedure proposed in the bill is similar to that recommended by the CAUT in a brief presented to the government last year — with one key difference.

The government's bill provides for an Information Commissioner (appointed by Parliament) who will investigate complaints, examine documents and recommend or advise against their production. If an agency rejects a recommendation to produce a document, the complainant will have the right to appeal to the Federal Court.

In its brief, the CAUT also recommended an Information Commissioner (to be a judge of the Federal Court) but one with the power to order (rather than merely recommend) the disclosure or non-disclosure of documents. Appeals against the decision of the Commissioner would be allowed to the Federal Court, but only on the grounds of error in law.

In the second key area — the exemptions under which the government may legally withhold information — the government did comply with some of the demands put forth by the CAUT and other associations.

Notably, the bill does away with the words "national security" — a vague, undefined term, frequently used in the past as a ground for withholding documents. Instead it attempts a definition of the concept, including a new statement of the meaning of subversion.

The CAUT had pushed for the omission of the term from any legislation because of its frequent use by the Minister of Immigration in the past in refusing to admit academics to Canada as landed immigrants or visitors.

However, in its overall effort to avoid interpretations of the exemptions, the government has attempted to define them in detail with clauses and subclauses. The ultimate result has been to broaden the exemptions rather than make them more precise.

The CAUT believes the exemptions should be tightened, and one exemption in particular should be largely eliminated —

that in the field of federal-provincial relations.

The government's bill exempts any information in this area that was obtained in confidence under an agreement, or "the disclosure of which could reasonably be expected to affect adversely federal-provincial relations".

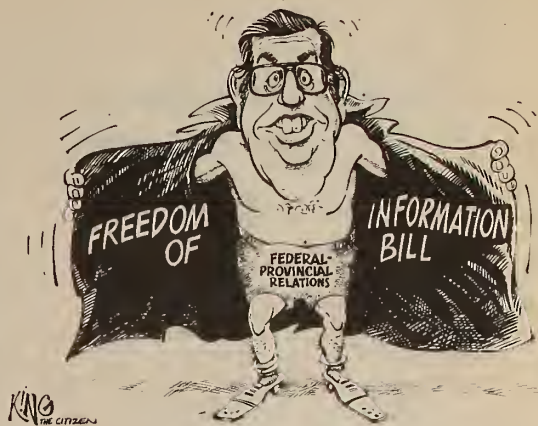
The CAUT believes the latter clause could justify the withholding of almost any information to do with federal-provincial relations.

A number of issues which seriously affect the university community fall within this exemption. The new fiscal arrangements act under which the federal government funds post-secondary education was re-negotiated in 1976 by the federal and provincial governments in secret. It was subsequently presented to Parliament as a fait accompli with no real opportunity for organizations and individuals within the post-secondary education sector to make their views known to the two levels of government.

In its brief, the CAUT recommended that denials of requests for information concerning federal-provincial relations be reviewable in camera without written decision and that factual information in this area not be exempted.

"Given the impact and ramifications of decisions taken at this level, the Canadian public has a qualified right to be privy to the information guarded under this exemption," the brief states.

*A more detailed analysis of the freedom of information bill will appear in the February issue of the Bulletin.*



## Gov't educational savings plan echoes one proposed by CAUT

A federal government report released in October has recommended an educational savings plan similar to one previously proposed by the Canadian Association of University Teachers.

The registered educational leave plan (RELP), put forward by the Commission of Inquiry on Educational Leave and Productivity, would allow Canadians to save \$2,500 a year tax-free.

Under the plan, individuals could use the money they have saved to support themselves during a year of educational leave, and it would still be tax-free as long as they did not hold a paying job that year.

The CAUT proposal, which the association presented to the commission in

March, would have allowed a parent or child to contribute up to \$2,000 a year to a maximum of \$20,000, with the return from the income being tax-free.

The commission, headed by Roy Adams, a McMaster University professor of industrial relations, said the proposed RELPs would be attractive to professionals and highly-skilled people who have the disposable income to build up a fund.

The report noted there could be problems if employers refused to honor education leave requests, but said the legal right to education leave should not be declared by government until it is a proven need.

The year-long study of educational opportunities, which included a series of meetings and hearings throughout Canada, found a hodge-podge of programs that fail to meet needs of individuals for improved job opportunities and the needs of the economy for a workforce that keeps abreast of changing technological demand.

The study also revealed that public authorities are virtually ignoring an estimated five million adult Canadians who cannot read, write or do mathematics well enough to function adequately in society.

The report recommended a series of measures aimed at increasing the chances for all adults, illiterate or not, to improve their education, to enhance their job skills and to get union training.

A key proposal in the report is that the federal government levy a training tax on industry equal to 50 cents for every \$100 the employer pays in wages. Employers who provide education leave or training opportunities would get a tax reduction equal to the training tax they paid plus some extra. The idea is to give employers a financial incentive to offer employees a chance for self-improvement.

An additional recommendation is for trade union representatives to have the legal right to educational leave and adequate income to acquire the skills to serve members.

In its report to the commission, the CAUT had promoted the right of all employees to a minimum level of trade union education.

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## W5 program inaccurate and racist, say academics

A CTU program investigating the presence of foreign students in Canada has outraged members of the Canadian academic community.

The public affairs program, W5, which was aired September 30, was branded in separate protests as distorted, inaccurate and racist by the Canadian Association of University Teachers, the Association of Universities and Colleges of Canada and the National Union of Students.

The program, hosted by Helen Hutchinson, made the claim that "thousands of Canadians are being kept out of our universities by foreign students", citing such disciplines as engineering, medicine, pharmacy, and computer science.

It focused on the particular case of a Canadian student from St. Catharines who was not admitted to the University of Toronto's pharmacy program. The implication was made that she was refused admission because the space was taken by a foreign student.

The interview of the student took place against a backdrop of scenes of Chinese students at the University of Toronto — which the AUCC later pointed out in its protest was, in fact, a meeting of the Chinese students' association on campus.

The program also implied that there are large numbers of "foreigners" in medicine at the University of Toronto.

Overall, the program sought to convey the impression that Canada is being invaded by foreign students who are filling spaces in our schools and universities thereby barring entrance to our own bright young people. It backed up this assertion with a string of examples, figures and brief excerpts from interviews.

Most of the alleged facts and figures presented in the program came under strong attack by the CAUT, the AUCC and the NUS.

In a letter to the president of the CTU network, Murray Chervover, the CAUT termed the show "shoddy, biased and inaccurate".

The association pointed out that there is not a single visa student enrolled in pharmacy at the University of Toronto, nor are there any in the faculties of dentistry and law; there are only two foreign students out of 256 in the medical school.

The CAUT also reported that there are less than 50,000 foreign students in all types of educational institutions in Canada — not the 100,000 suggested by W5.

It refuted the program's claim that landed immigrant status could be obtained easily after graduation. This information is four years out of date and no longer true, the association said.

The CAUT also attacked the program's assertion that Canadian universities have hidden the figures relating to foreign students. This information is supplied by the universities to Statistics Canada every year for publication in its report *University Enrollment and Degrees* and is available to the public.

In addition to containing gross inaccuracies in factual data, the program conveyed "a strong subliminal message likely to exacerbate existing racial tensions", the CAUT said.

"Screening film footage of Chinese-looking students with the explicit assumption that such people could not be Canadians, while reciting incorrect statistics and information about the rampant takeover of our Canadian universities,

clearly smacks of warnings about the Yellow Peril", the association said.

In separate protests, the NUS called the show a "thinly veiled racist attack", while the AUCC expressed the fear that the thousands of Canadians who viewed the program "will have had their indignation aroused against the universities and . . . students of Chinese race, whether they are visa students, landed immigrants or Canadian citizens."

All three associations demanded that the university community have equal time on W5 to respond to the allegations made on the show. H.B.

## CAUT western regional meeting

Western Canada Faculty Associations held their annual meeting in Edmonton October 31 through November 3.

The arrangements for this year's meeting were made by Gordon Unger, Executive Secretary and Sidney McLean, Executive Assistant of the Association of Academic Staff of the University of Alberta.

The annual meeting presents an opportunity for Western Canadian faculty associations to compare notes and also provides a forum for the discussion of common problems and issues.

This year the Regional Meeting was combined with the CAUT Economic Benefits western workshop. The agenda of the meeting also included sessions on rationalizing faculty and librarian career progress salary systems, discipline and ethics, temporary and part-time (non-tenure-track) staff, interest arbitration and a review of the CACUL/CAUT Guidelines for Academic Librarians.

The session on career progress systems started with each representative providing a brief summary of the salary structure in place at his or her university. During the discussion it was evident that at some universities a number of problems remain to be solved; for example the problems of ceilings, the connection between the increment system and promotion, procedures governing the awarding of extra merit awards and the number of increments between ranks. The afternoon of discussion devoted to this topic appeared to be useful as a number of western faculty associations are now considering changes to their current systems.

The session on interest arbitration was led off by a panel of experts in this field. Approximately half the universities in the west use third-party adjudication as a means of settling compensation issues not settled during negotiations. The panel started off the session by providing outlines of such topics as the preparation of briefs, use of sidesmen, single versus three man arbitration panels, strategies for negotiating an interest arbitration procedure and the



# Librarians discuss advancement difficulties at Western conference

by Victor Sim

Representatives of the faculty associations at the western Canadian universities, accompanied usually by academic librarian colleagues, participated in discussions on issues affecting librarians on the third day of the CAUT Western Regional Meeting at the Edmonton Plaza Hotel, Edmonton. At the morning session on November 3, delegates compared the rank and position classifications in use at the universities and attempted to assess the degree to which such systems are changing.

In many of the universities it is clear that career advancement in the library still depends upon the availability of a position in the administrative hierarchy. Since, however, university library professional staffs are remarkably stable, vacancies for department or subject-area heads are scarce. Librarians are finding that promotion and salary advancement are restricted. Willingness to enter the administrative structure of the library when positions are available is rewarded while increasing specialization in one area of librarianship is not.

Many of the western universities, particularly those in British Columbia and Saskatchewan, either have no rank structure at all or make advancement on the basis of improved professional competence possible only in the two or three lowest ranks. This is true at Victoria, British Columbia, Simon Fraser and Saskatchewan. In contrast, at Manitoba, Brandon and, soon, Calgary, promotion through the four or five librarians ranks corresponding to the faculty ranks depends increasingly upon professional competence, qualifications and experience.

Most faculty associations bargain for salaries and terms and conditions of employment for their librarian members, though Victoria appears to be an exception. In general academic librarian salaries in western Canada are the highest in Canada. They are, however, still significantly lower than faculty salaries, particularly in the more senior positions. Only at Calgary and Brandon among the western universities are librarian and faculty salaries equivalent in each rank. More and more frequently academic librarians are subject to regular performance reviews and are eligible for permanent appointments analogous to faculty tenure.

Delegates to the session learned with interest of the increasing availability of sabbatical and research leave for librarians in the universities. Sabbatical leave very similar to that for faculty members is available at Lethbridge, Regina and Saskatchewan while more restricted forms of leave are available at most other universities. Winnipeg, however, provides only an unpaid leave of absence.

Delegates discussed the generally unsatisfactory comparative information available on academic librarian salaries. There was in particular concern that the widely differing rank and functional position-based classification systems at the universities make it very difficult to compare salaries.

Debate in the afternoon was concerned with an evaluation of the CAUT-CAUL guidelines for academic librarians several years after their approval by both associations. Some academic librarians remain apprehensive that the guidelines emphasis on the analogous nature of faculty and librarian rights and responsibilities do

not adequately recognize that librarianship is an applied field more analogous to a craft than to an academic discipline. Some librarians are, moreover, concerned about the increasing emphasis being put on library research and scholarship. However, most participants in the discussion endorsed the guidelines and welcomed the increasing opportunities for, and interest in, library subject-area research.

One delegate emphasized that a technical revolution in academic libraries is underway which will lead to a radical restructuring. He emphasized that "research and scholarship are not disfunctional in libraries" and that ways must be found urgently to ensure that librarians have the time as part of their normal duties for such activities. "It is absurd", he said "to cling to a hierarchical position classification in academic libraries. Others can 'manage' the non-professional staff leaving the librarians free to concentrate on fully professional activities".

Other speakers wished to see the administrative function which many librarians perform retained as one important aspect of professional performance. "Don't downgrade it but don't preserve it as an exclusive requirement for advancement", said one. It was the consensus of the discussion that librarians will need time and opportunity to become more fully involved in scholarship than they are at present.

Though academic librarians are members

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The University of Western Ontario  
Faculty of Medicine  
and

London Cancer Clinic at the  
Victoria Hospital

## CANCER CLINIC DIRECTOR

The Ontario Cancer Treatment and Research Foundation invites applications for the position of Director of the London Cancer Clinic at the Victoria Hospital associated with The University of Western Ontario, London, Ontario. The Clinic currently sees approximately 2,500 new cancer patients per year. The clinical program will provide consultation with all oncologic subspecialties with facilities for the administration of radiotherapy and chemotherapy, research and teaching. The successful candidate would be eligible for appointment in the Faculty of Medicine of The University of Western Ontario.

Salary is open to negotiation. Applications with curriculum vitae and a list of 3 referees should be forwarded to Dr. J. W. Meakin, Executive Director, The Ontario Cancer Treatment and Research Foundation, 7 Overlea Boulevard, Toronto, Ontario, Canada, M4H 1A8, Tel. (416) 423-4240. Applications will be accepted for 4 weeks after the date of this advertisement.

## Wheeler to remain at Brandon — CAUT urges review body for foreign academics

Economics professor Donald Wheeler is back teaching at Brandon University for one final year after a prolonged struggle this summer with Canadian immigration authorities.

Dr. Wheeler, an American citizen and an expert on the history of economics, has taught at the Manitoba university since 1970 on annually renewed work permits. He retired this year and was offered a nine-month post-retirement contract by the university. However, immigration department officials tried to block Dr. Wheeler's appointment ostensibly on the grounds that the university had made no effort to recruit a qualified Canadian to fill the position.

Early this year, Dr. Wheeler had applied for landed immigrant status. He had not done so in past years due to legal advice that his application would probably be rejected because of his political background.

Dr. Wheeler was one of the victims of the McCarthy era in the United States, having been denounced by J. Edgar Hoover as a Soviet spy. The charge was never proved. During his years in Canada, he has also been put under pressure by the RCMP.

Dr. Wheeler's application for landed immigrant status was prolonged far beyond the usual waiting period. In September, after

repeated efforts on his behalf by the local faculty association and the Canadian Association of University Teachers had not met with success, he was forced to depart to Seattle until the question of his status was resolved.

Meanwhile, students at Brandon were enrolling in Dr. Wheeler's courses. At the same time, it was clear that the economics department had been unable to find any qualified Canadians to teach the courses and they were being threatened with cancellation.

It was not until after classes had resumed in September that Immigration Minister Ron Atkey acted on the strong appeals of the local faculty association and the CAUT and overturned earlier departmental decisions, allowing Dr. Wheeler to remain in Canada.

Dr. Wheeler returned to the campus at Brandon in late September to resume his teaching post to the satisfaction of the local faculty, the students and the CAUT.

Dr. Donald Savage, executive secretary of the CAUT, welcomed Mr. Atkey's decision to permit Dr. Wheeler to complete his teaching career in Canada. At the same time, he called the original decision of the local immigration authorities "callous", and added that "the secrecy of the department

made it impossible to know whether political considerations had entered into the question".

In a related development, the CAUT recently urged the federal government to set up an independent review procedure to study the cases of academics denied entry to Canada for national security reasons.

In a meeting with Mr. Atkey, representatives from the CAUT and the Social Science Federation of Canada reported that 20 foreign professors over the past 20 years have initially been refused permission to enter the country.

Most of these professors were later granted visas to come to Canada after "strong and protracted appeals by the academic community," the associations said in a joint news release.

The CAUT and the SSF suggested that a "quasi-judicial apparatus" for such cases would be fairer to the foreign professors, whose "careers can be damaged by unsubstantiated visa refusals."

The review body would also provide the government with extra information and "second opinions" on difficult cases that could be "potentially embarrassing" to the country. H.B.



## CAUT Committee on Collective Bargaining

The CAUT solicits nominations to its Committee on Collective Bargaining for three three-year positions commencing July 1, 1980. The Committee prefers to have at least one of these positions filled by an academic librarian. Nominations should be sent by March 1, 1980 to Ron Bercov, Chairman, Elections and Resolutions Committee, 75 Albert St., Ottawa, Ontario, K1P 5E7.

A nomination should have the approval and be accompanied by the curriculum vitae of the nominee.

## ACPU — Comité de la négociation collective

L'ACPU sollicite des propositions de candidats qui pourraient faire partie du Comité de la négociation collective. Le mandat est pour trois postes de trois ans et commence le 1er juillet 1980. Le comité préférerait remplir au moins un de ces postes avec un/une bibliothécaire académique. Les propositions doivent parvenir au plus tard le 1er mars 1980 à Ron Bercov, Président, Comité des élections et des propositions, ACPU, 75 rue Albert, pièce 1001, Ottawa, Ontario, K1P 5E7. Les personnes intéressées sont priées de faire parvenir leur curriculum vitae.

## Librarians discuss

of university Senates and General Faculties Council in some universities there appears to have been less progress to date in ensuring an adequate voice for librarians in developing policies and programmes within university libraries. Chief Librarians still maintain great autonomy and Library Councils analogous to Faculty Councils have been slow to develop.

### Meeting of Academic Librarians Committee

The Academic Librarians Committee met in Edmonton on November 2 in conjunction with the Western Regional Meeting of CAUT. Meeting at the Edmonton Plaza Hotel, the six person committee composed of librarians from universities across the country discussed the effect upon university libraries of the serious economic restraint which is presently being experienced. The Committee is concerned about the effect this will have on library acquisitions and particularly about the effect on special collections. In a number of universities periodical publications, particularly in the sciences, are being discontinued as an economy measure. The long-term implications for library holdings have not been fully realized by many university librarians.

To counteract the serious effects of the negative economic factors the Librarians Committee will be suggesting that CAUT consider encouraging the research granting agencies to allocate funds directly to universities for library acquisitions to ensure that collections started in the 1960's and 1970's are maintained in unbroken sequence. CAUT will also be asked to lobby the granting agencies to allow applicants for individual research grants to include budget items to permit the acquisition of library materials from grant funds.

The Librarians Committee expressed sympathy for a recent brief prepared by AUCC proposing that provincial ministries of education and the federal government subsidize the rapidly expanding costs of inter-library loans within and between provinces. The Committee noted that though such costs are significant they form only one component of the economic squeeze to which university libraries are subject. The Committee was reluctant to single out this aspect of library costs for specific attention.

The Committee among other items of business approved a revised form of its terms of reference for submission to the CAUT Board and commissioned articles on library

governance and collection development in time of economic restraint for future issues of the *Bulletin*.

*Dr. Sim is Associate Executive Secretary of CAUT.*

## Issue one of status

not engaged in serious discussion with the "professional philosophers" or spoken in their language. He thus reveals that he is not a philosopher for such confrontation is "the mark of a philosopher"; Socrates, as Gauthier recalls, talked often to professional philosophers, or "sophists" as they were then called.

It would seem, judging from Gauthier's review, that the philosophers' understanding of themselves as "under-labourers" does not preclude the pride of the professional and/or the protectionism of the trade union. Gauthier, as professional spokesman or shop steward, warns Grant and others that the "philosophers" will not readily tolerate the examination by others of those questions they themselves have decided to ignore.

Yours truly,  
William Mathie,  
Associate Professor of Politics,  
Brock University.

## CAUT Western meeting

kinds of issues that should go to arbitration.

The panel pointed out that the existence of an arbitration procedure must be seen to be part of the negotiating timetable; that is, arguments made at the negotiating table and the collection of data must be presented with an eye to the possibility of having to seek third party help.

The panel was unanimous in its recommendation that minor issues should not be taken to arbitration on the off chance the arbitrator might award them to the association. They muddied up the major issues and make it more complicated for the arbitrator to settle the problem.

The panel was also unanimous in urging faculty associations to clearly explain both the procedures and the philosophy of faculty salary increment systems as many arbitrators have little if any familiarity with such systems.

# \$39 million increase for university research

The Minister of State for Science and Technology (MOSST), Heward Grafftey, announced in November a long awaited boost in federal funding of 32% for the Natural Sciences and Engineering Research Council (NSERC).

The announcement represents a major triumph for the research community and organizations such as the Canadian Association of University Teachers and the Canadian Federation of Biological Societies, who have been lobbying the government to stop the decline in the real value of federal support for research.

The government, after considering the five-year plan of NSERC, will provide the Council with \$39 million (32%) more than last year, or a total of \$159.8 million for funding University research in 1980-81.

The announcement, part of the Conservative Government's economic development strategy, is one of several measures which will be introduced to

improve Canada's performance in overall research and development (R & D) expenditures to 2.5% of the GNP. The research community anxiously awaits news of government policies to stimulate research in the biomedical area (the responsibility of Health and Welfare), the social sciences and humanities (the responsibility of MOSST and the Secretary of State) and in industry.

Dr. Robert Willes of the CFBIS commented: "The federal commitment to improve support of fundamental research in the universities and to ensure the creation of a healthy and vital university research community is long overdue, and will be welcomed by the research community."

NSERC President, Gordon MacNabb, will be consulting with the provinces extensively over the next two months on the implementation of the five year plan since provincial cooperation will be critical to the success of the R & D programme.

## Edmonton Journal speaks out

The editors of the *Edmonton Journal* were sufficiently provoked by the premier of Alberta's recent threats to higher education in the province to produce the following editorial in their November 2 edition:

Having told the rest of Canada that they will pay Alberta's price for oil or get none, Premier Lougheed is now talking about "involving" himself in running our universities.

"I think the time is coming when the universities are going to have to make a move—and I'm not threatening—or the public will start to demand that the funders (governments) get involved."

"Global (no strings) funding will not be acceptable to the public at large unless the universities show a higher degree of setting forth priorities."

The independence of universities from political control is an essential and cherished tradition in the free world. Where governments direct universities, democracies exist only in name. The fact governments give universities money to operate does not mean governments have a right to order universities how to operate. Not in a free society.

Alberta's universities set their own priorities, but they set them mindful of public opinion and social realities. Indeed, the recent University of Alberta Heritage Trust Fund Conference indicated a commitment by the university to help solve one of our major public problems. There are many more examples of direct service to the community.

Mr. Lougheed says Alberta universities must "show a higher degree of setting forth priorities...". The atrocious semantics of that statement aside, what does it mean? What specific criticisms does Mr. Lougheed have? How would he change the balance within our university community?

It is remarkable how easily Alberta's premier talks of "getting involved" in setting our universities' priorities. Our universities are neither ignorant of Alberta's realities, unaware of "what is being discussed in public" or particularly irresponsible in meeting Alberta's—and Canada's—needs. And, to reiterate, our democratic traditions remain sacred.

"I'm not threatening," says Mr. Lougheed. Indeed. What then is he doing?

Join the majority.  
Be a non-smoker



National  
Non-Smoking Week  
Jan. 20-26, 1980



## "System on the Brink"

The current difficulties experienced by the Ontario universities due to inadequate government funding are brought into sharp focus in a report recently released by the Ontario Council on University Affairs, an impartial advisory body reporting to the Ontario government.

Entitled "System on the Brink", the paper echoes the grave concerns expressed by the Council of Ontario Universities at hearings before the OCUA earlier this year and more recently voiced by university executive heads and board chairmen at a meeting with Premier Davis and senior ministers. COU has estimated that in 1979-80 Ontario will rank eighth among the provinces in the level of operating grant per student, providing \$1000 less per student than the average of the other provinces.

The OCUA financial analysis reveals that since 1970-71 the increase in university operating grants and tuition fees has consistently been well below — some years only half — the rate of inflation. Revenue per pupil at the elementary and secondary school level rose 35.5% in real terms between 1970-71 and 1978-79, compared with an 8.0% decline in university revenues per student during the same period.

If this underfunding were to continue, the cumulative shortfall in revenues required just to maintain the already weakened university system could reach nearly \$230 million by 1983-84 according to OCUA.

This "indicates a future of precipitous decline and turbulence as universities grapple with immense resource allocation problems".

The erosive effects of underfunding have been widespread, reaching every sector of the universities. Faculty salary increases have not kept pace with inflation or with those of comparable groups. Continued insufficient provincial support could entail, the paper says, the elimination of up to 2700 faculty positions. Non-academic staff positions will also be reduced.

Library acquisitions have been cut back sharply, resulting in a 40% drop in real terms per student. Expenditures on renovations and alterations to physical plants are only one tenth of what could be expected in a conventional business context. Furniture and equipment are being made to serve three times longer than a normal average.

OCUA has also expressed concern over the future of research at Ontario universities: "The prospect looms that in a very few years, the universities may have neither the people nor the tools to maintain an adequate research base. The gains of the past 25 years are slipping away".

Ontario has lagged behind other provinces in the creation and funding of a science and industrial research council and in the development of a co-ordinated overall research strategy.

## Universities at crossroads, says Science Council

A "true partnership" involving universities, the federal and provincial governments must be established to look after the equality of education and research, says the Science Council of Canada.

The council, in its annual report, titled Universities and Academic Research at the Crossroads, says maintaining and improving education and research standards is of "paramount importance" to Canadians.

It adds that universities find themselves "at the crossroads" as they begin to confront the problems of the 1980s.

"If, on top of the 20 per cent decline in the number of 18 to 24-year-olds, there should be a decline in the participation rate, the effect on universities could be disastrous," the council says.

"This could happen if the quality and relevance of teaching and research is allowed to decline. Our young people would then turn away from the universities."

The council says the rapid growth of the universities during the 1960s which made planning "difficult", is partly to blame for the problems now facing the post-secondary educational system.

And "our failure to devise effective means of providing for the orderly expansion of higher education and academic research within the restrictions of our constitutional traditions" didn't help much either.

"Although the provinces had complete responsibility for the operating and capital

costs of the universities, much of the money to cover these costs came from the federal government with no strings attached.

"The provinces could therefore spend considerably more money than they had to raise by taxation — a situation that was not conducive to the wise and careful management of resources."

The council says that as a result the expansion of universities often took place with "little consideration of provincial needs or objectives and even less of national ones."

It also says that since university research was funded by the federal government, the research grew in a laissez-faire manner with the provinces "paying little attention to it" other than providing indirect support through university operating grants.

"Hence, the kind of selectivity and specialization necessary for an effective research system was not achieved," the council says.

"Instead, our academic research effort was characterized by the proliferation and duplication of programmes and the consequent dilution of strength; characteristics it shared with undergraduate teaching."

The council says both levels of government and the universities must work together to correct the problem in the education system, since universities "appeared to be incapable of making the adjustments" in the past.

## President

The Canadian Association of University Teachers solicits suggestions for nominations for the position of President.

The nominee must be a member of the CAUT and must be nominated by another member of the Association. He or she must have extensive Faculty Association experience.

Nominations must be accompanied by a curriculum vitae and written agreement of the candidate to serve. Duration of term — one year. Applications must be sent no later than March 1, 1980.

Correspondence should be addressed to Ron Bercov, Chairman, Elections and Resolutions Committee, CAUT, 75 Albert St., Suite 1001, Ottawa, Ontario K1P 5E7.

## Président

L'Association Canadienne des Professeurs d'Université sollicite des suggestions de candidature de la part de ses membres pour combler des postes de président.

Le Candidat doit être un membre de l'ACPU et son nom doit être suggéré par un autre membre de l'ACPU. Lui ou elle doit avoir l'expérience requise dans les affaires d'Association des professeurs. Les candidatures doivent être soumises avec un curriculum vitae et un engagement écrit de la part du candidat de servir à ce poste durant un an et devraient être communiquées au plus tard le 1er mars, 1980.

La correspondance doit être adressée à Ron Bercov, Président Comité des élections et des propositions, CAUT, 75 rue Albert, pièce 1001, Ottawa, Ont. K1P 5E7.

**caut  
acpu**

## Vice-Presidents

The Canadian Association of University Teachers solicits suggestions for nominations for two Vice-Presidents of the Association. The nominee must be a member of the CAUT and must be nominated by another CAUT member. He or she must have extensive Faculty Association experience.

1st Vice-President: to act as chairman of the Administration Committee of the CAUT and to have a general responsibility in the area of administering the CAUT including the application of the staff collective agreements.

2nd Vice-President: to handle relations with member associations and represent the CAUT with affiliated organizations.

Nominations must be accompanied by a curriculum vitae and written agreement of the candidate to serve. Duration of term—one year. Applications must be sent no later than March 1, 1980. Correspondence should be addressed to Ron Bercov, Chairman, Elections and Resolutions Committee, CAUT, 75 Albert St., Suite 1001, Ottawa, Ontario K1P 5E7.

## Vice-présidents

L'Association canadienne des professeurs d'université sollicite des candidatures pour deux postes de vice-président de l'Association.

Les candidats doivent être membres de l'ACPU et être proposés par un autre membre de l'ACPU. Les candidats doivent avoir une vaste expérience des affaires d'une association de professeurs.

1er vice-président: faire fonction de président du Comité d'administration de l'ACPU et avoir des responsabilités générales en ce qui concerne l'administration de l'ACPU, y compris l'application des conventions collectives du personnel.

2e vice-président: s'occuper des relations avec les associations membres et représenter l'ACPU auprès des organisations affiliées.

Les candidatures doivent être accompagnées du curriculum vitae du candidat et d'un engagement écrit de la part du candidat de servir à ce poste durant un an. Les candidatures doivent être envoyées pour au plus tard le 1er mars 1980.

Il faudrait adresser toute la correspondance au Pr. Ron Bercov, président, Comité des élections et résolutions, ACPU, 75 rue Albert, suite 1001, Ottawa (Ontario) K1P 5E7.



# NATIONAL NOTES

by Jill Greenwell (Relations with Government Officer)

## CAUT supports parliamentary reform

The CAUT has written to Walter Baker (the Minister responsible for the introduction of the federal freedom of information act) urging the government to adopt a proposal made by David Mullan (Law, Queen's) in a paper commissioned by the Ontario Commission on Freedom of Information and Individual Privacy. Professor Mullan has proposed that prior publication of regulations by governments be instituted as an integral part of any freedom of information act. Because of the volume of work, governments frequently pass acts which outline general principles, and delegate responsibility for approval of the more detailed regulations under that act to the Governor-in-Council (the Cabinet). There is generally very little public input in the development of these regulations, and the Mullan proposal would therefore ensure that, like the legislative procedure for acts, the public would be given an opportunity to comment on the regulations. The Canadian Federation of Biological Societies, the Canadian Teacher's Federation and the Professional Institute of the Public Service of Canada have written to the government supporting the CAUT position.

## New immigration appeal procedure proposed

Representatives of the CAUT and the Social Sciences Federation of Canada met recently with Immigration Minister, Ron Atkey, to discuss the establishment of an independent body to review appeals in cases where faculty have been denied admission to Canada on the grounds of national security. The feasibility of amending the mandate of the Immigration Department's Special Advisory Board to review such cases is currently being studied. At present the Board has two functions (1) to review cases involving permanent residents (i.e. landed immigrants) where it would appear that, based on security or criminal intelligence reports, the individual poses a threat to national security or safety if he were allowed to remain in the country; and (2) as an advisor to the Minister on other immigration cases involving confidential national security or criminal matters. It is hoped that confrontations between the Minister of Immigration and the academic community on such cases as Andre Gunder Frank and Istvan Meszaros will cease if the matter is referred to an independent tribunal. The Minister has agreed that the Immigration Department should be subject to the new federal Freedom of Information Act.

## Change in Quebec education structure

The Quebec Government has promised province-wide consultations before any of the recommendations of the Commission d'études sur les universités (Angers Commission) are implemented. The 15-man Conseil des universités (an advisory body to the Education Department) has been asked to prepare a study on the feasibility of implementing the Commission's recommendations. In a 1200 page report made public last June, the Commission proposed major reforms affecting the structures and operations of the 7 Quebec universities — including the gradual dismantling of the Université du Québec and the creation of a new Ministry of University Affairs. It is hoped that after the consultations are completed, the "plan d'action" on higher education will be released in the spring, and legislation, where needed, will be introduced in the fall of 1980.

## A quiet immigration victory

As a result of intervention by CAUT and FAPUQ, among others, the Minister of Immigration, Ron Atkey, has granted Bernard Victorri permission to remain in Canada as a landed immigrant. Mr. Victorri, who had been offered permanent employment as a chargé de cours at L'École Polytechnique after finishing his studies at the University of Montreal, had been refused landed immigrant status solely because of alleged political activities in France during 1970. He had been refused permission to see his RCMP file which apparently contained incorrect and incomplete information. The CAUT had requested that, if he were refused admission as a landed immigrant, the Minister release Mr. Victorri's file and establish an independent tribunal to judge the adequacy of the reasons cited by the RCMP for barring him from Canada.

## The revolving door at MOSST

Heward Graffey (Mississauga) was recently appointed Minister of State for Science and Technology, replacing part-time minister, Ray Hnatyshyn, who also held the Energy portfolio. Graffey, 51, who was born in Montreal, received a B.A. from Mount Allison and an LL.B. from McGill. A former president of the Montreal Lumber Co. Ltd., he was first elected to the House of Commons in 1958, and has held a number of parliamentary positions including Parliamentary Secretary to the Minister of Finance (1962), Caucus Chairman for the Department of Science and Technology (1975), the Department of Consumer and Corporate Affairs (1976), and Welfare (1977). He has published a regular newspaper column on political and related subjects, and authored the controversial book, *The Senseless Sacrifice*, a black paper on medicine (1972). He has also, as a member of the Standing Committee on Health and Welfare, written a position paper on Ambulance and Emergency Service in Canada, produced a policy paper entitled "Encouraging Cultural Activities" while Chairman of the Caucus Committee for the Department of the Secretary of State, and rallied national concern for car and road safety standards with a personal campaign of speeches and articles.

## Still no decision on tariff changes

The AUCC has submitted a supplementary brief to the Finance Department on the Tariff Board's report on tariff items 69605-1 and 69610-1. The board, after receiving submissions from Canadian manufacturers, distributors and user groups, had recommended changes which would severely restrict the ability of universities and colleges, among others, to import a number of articles into this country without import duty or federal sales tax (see this column, February 1979). The AUCC has proposed the continuation of the status quo with small modifications to ensure that (1) user groups, such as universities, not be burdened with complex and unnecessary administrative procedures and higher costs and (2) that Canadian manufacturers be afforded greater protection in an effort to encourage them to expand into new markets now served by foreign imports.

## CAUT's new foreign student policy

The CAUT Board has approved a policy for foreign students based on the Quebec Government's comprehensive programme of assistance to foreign students. While the association continues to oppose differential fees, it has urged those provincial governments which have introduced such fees to follow Quebec's lead and to implement a generous financial aid programme. Quebec, which has already implemented differential fees for foreign students, announced last June the establishment of a \$1 million programme for 1979-80 to provide information, reception facilities and financial assistance to foreign students in that province.

## Critical scientific manpower shortages envisaged

Representatives of the Canadian Federation of Biological Societies, the Canadian Association of Physiologists and the Canadian Society for Immunology, have pointed out, in a meeting with Health Minister, David Crombie, that if Canada hopes to spend 1.5 per cent of the GNP on research and development, we will need an additional 20,000 researchers and related personnel — a shortfall of 13,000 at the present rate of scientific manpower training in this country. If the R & D component is increased to 2.5 per cent of GNP, we will need 40,000 new researchers — a shortfall of 23,000.

## CMA conference

A conference on "Biomedical Research in Canada" was held in Montreal on October 10, 11 and 12, 1979. Sponsors of the conference were the Association of Canadian Medical Colleges, the Canadian Federation of Biological Societies, Canadians for Health Research, the Canadian Society of Clinical Investigation, the Royal College of Physicians and Surgeons, and the Canadian Medical Association. The conference was divided into workshop discussion groups on the following subjects:

1. The impact of biomedical research on health and health care;
2. Problems of universities and research institutions;
3. Recruiting and retaining research personnel;
4. Realizing maximum benefit from established research programs and personnel;
5. Research communication problems and requirements;
6. Direction and control of research by institutions and governments;
7. Funding: Requirements, sources, priorities, limitations and correlation.

A complete report of this conference will appear in the next issue of the CAUT Bulletin.

## Government secrecy and the five-year plans

The CAUT has urged the ministers of Health and Welfare and Science and Technology to release the proposed five-year plans for the Medical Research Council and the Natural Sciences and Engineering Research Council. The proposed five-year plan for the Social Sciences and Humanities Research Council has had limited public distribution.

## First national meeting on lobbying

CAUT and provincial faculty associations will be meeting in Toronto on November 30, 1979, in what is hoped will be the first of a continuing series of meetings to exchange information and coordinate ideas on lobbying the federal and provincial governments on issues which affect the university community.

## The new line up

Here are the names of the ministers through whom the three research granting councils report to Parliament:

Medical Research Council	David Crombie (Health and Welfare)
Natural Sciences and Engineering Research Council	Heward Graffey (Science and Technology)
Social Sciences and Humanities Research Council	David MacDonald (Secretary of State)
Parliamentary Secretaries to the three Ministers above:	
Health & Welfare	Stan Schellenberger (Wetaskiwin)
Science and Technology	No Appointee
Secretary of State	Diane Stratas (Scarborough Centre)
Liberal Critics:	
Health and Welfare	Monique Bégin (Saint-Léonard-Anjou)
Science and Technology	Louis Duolos (Montmorency)
Secretary of State	Jim Flemming (York West)
NDP Critics:	
Health and Welfare	Bob Ogle (Saskatoon East)
Science and Technology	David Orlikow (Winnipeg North)
Secretary of State	Pauline Jewett (New Westminster-Coquitlam)*

\*Professor Jewett is the critic on post-secondary education issues. Ian Waddell is the critic for Women, Communications and Culture, and Mark Rose the critic for Broadcasting.



## Little change in status over past decade

Women academics in universities across Canada continue to earn less than men with the same qualifications.

The percentage of women in academic positions at universities has not increased substantially in the past decade.

These are two of the disturbing findings of a study conducted by Carleton University sociology professor Monica Boyd for the Association of Universities and Colleges of Canada's status of women committee.

Dr. Boyd's report, which has yet to be released, is based on an examination of Statistics Canada data on full-time teaching staff at universities across Canada between 1972-73 and 1977-78. It shows that despite all the status of women committees and task force reports of the past decade, the position of academic women in Canada today remains substantially the same as it was at the beginning of the 1970's.

An article by Christine Tausig appearing in the November issue of the AUCU's *University Affairs* outlines the key findings of Dr. Boyd's study. Following is a condensed version of the article:

"Women represented only 14 per cent of the fulltime teaching staff at Canadian universities during 1977-78. This is only a small increase over the 1960s and early part of the 1970s, when women made up 13 per cent of the staff.

During the 1970s more women than men entered the university teaching field, but the increase has not been significant enough to produce any marked changes. Dr. Boyd's report shows that between 1972-73 and 1975-76, the number of male teachers increased by 14 per cent to 22,584 while the number of female teachers increased by 25 per cent to 4,186. However, as the report points out, "because female faculty have always been fewer in number than their male counterparts, such increases did not substantially alter the percentage of academic positions held by women."

Women also continue to be concentrated in the lower academic ranks. Most women remain at the assistant professor or lecturer rank while men move on to become full or associate professors. In 1977-78 about two-thirds of the male faculty were full or associate professors compared to slightly more than one-third of the women.

The lack of women in the higher ranks may partly be explained by the fact that men are more likely to hold doctorates than women. In 1975-76, 62 per cent of the male faculty held Ph.D. degrees compared to 34.5 per cent of the females.

However, even when this lack of doctorates is taken into account, women are still absent from the higher faculty ranks. Nearly one-third of the men holding doctorates in 1975-76 were full professors compared to only one-seventh of the women.

Women also remain clustered in the traditionally female teaching fields of education, fine arts, humanities and nursing. The report points out that women are "conspicuously absent" in the fields of engineering, applied and physical sciences and mathematics.

In 1972-73, for example, 16 per cent of all male faculty could be found teaching mathematics or physical sciences compared to 4 per cent of the women. By

1975-76 the number of women teaching in these fields had dropped — only 3.5 per cent of all female faculty taught mathematics or physical sciences.

The salary gap between men and women — reported to have been closing in the last few years — has in fact been widening.

In 1972-73 the median salary of male teachers was \$3,250 higher than that of female teachers. By 1977-78 the difference between male and female salaries was even more substantial. The median salary of male faculty in 1977-78 was about \$5,000 higher than the median salary of female faculty.

"Some women at universities are earning more than men," notes Dr. Boyd. "But the statistics show that the vast majority earn less."

The salary difference between men and women can be difficult to document.

For instance, no salary statistics are included in the report for women with doctorates earned more than 30 years ago since there are less than 10 such women teaching at Canadian universities. Because of Statistics Canada rules, these figures may not be revealed because the individual women could then be too easily identified.

In addition, inequities in salary between men and women are difficult to trace as they can often be blamed on "merit increases."

"Because of the demands of the wife and mother roles, women may not be as likely as men to publish," the report points out. This lack of publication may result in a lower salary for female faculty.

Differences in median salaries between men and women may also partly be explained by the fact that women remain in the lower faculty ranks. "Salaries at lower ranks are less than those received at the higher ranks," says the report, "and if proportionately more women than men are in the lower ranks, then women will have lower median or mean salaries compared to men."

Therefore, in addition to comparing median salaries for all faculty, a more valid comparison can be made between men and women with similar degrees, rank and fields of teaching. However, as Dr. Boyd points out: "You very quickly run out of women to compare."

When comparisons can be made, the report shows that women continue to earn less than men with the same qualifications.

In 1972-73 men who had earned their doctorates between five to nine years ago earned a median salary of \$17,050. Women with the same qualifications earned \$15,625. Three years later, the salary of men with a doctorate earned five to nine years ago had jumped to \$22,400. Women earned only \$20,900.

At all ranks, in all fields, whatever the age or highest degree earned or years since the degree was awarded, the report reveals that women always earn substantially less than men."

For more information on obtaining copies of the report, contact the publications section of the Association of Universities and Colleges of Canada: (603) 563-3546.

# caut acpu

## Civil Liberties Defence Fund

Individuals, local and provincial associations are invited to contribute to the CAUT Civil Liberties Defence Fund. The Fund has been established as a Charitable Trust for the following purposes:

1. To advance and assist in the attainment and defence of civil liberties
2. To support individuals and groups seeking to establish or protect their freedom in any field
3. To promote public awareness as to the issues affecting civil liberties and freedom

A Board of five trustees, who are members of the Academic Freedom and Tenure Committee, administer the Fund under the terms of the Trust document and by-laws passed from time to time.

Contributions are tax-deductible and all contributions will be added to the principal of the Fund. Until the principal reaches \$100,000 disbursements may be made only from the earnings of the Fund.

To make contributions or for further information please write to:

The Executive Secretary  
Canadian Association of University Teachers  
75 Albert Street, Ottawa  
K1P 5E7

## Status of women at UNB

The need for an "affirmative action" program to improve the position of women in academic and non-academic positions at the University of New Brunswick is among the recommendations contained in a recently-completed report on the status of women at UNB.

The report is the result of more than three years work by the Task Force on the Status of Women at UNB, created by former UNB president John Anderson early in 1976.

The report contains a total of 93 recommendations, dealing with such diverse topics as salaries and fringe benefits for academic and non-academic staff, maternity leave benefits, child care, recreation accommodation and health care for female students.

Under the chairmanship of Mervyn Franklin, former vice-president (academic) of UNB, and later of Irene Leckie, dean of nursing, the task force on the status of women received briefs from members of the UNB community, organized five public meetings, held private hearings and conducted surveys.

Studies were done on four separate groups of women on campus: academic staff; non-academic staff; librarians and students.

Overall findings, summed up in the epilogue of the report, are that: "The concentrations of women at the undergraduate level among faculty and in the support positions among staff, is consistent with the belief that women are

capable only of holding positions that are secondary to those of men. . . . The lower salaries of women reflect the assumption that men are the primary bread-winners and that women's careers are supplementary."

The committee also comments in the epilogue that: "The university must not be content to reflect the prejudices of society, but must instead actively counter these prejudices and promote rather than impede social change."

The committee found that women academics "are under-represented on many of the most influential policy making bodies and committees and most notably in administrative positions. Salaries for women professors, as a group, are inexplicably low."

Of non-academic university employees, the report says: "Although there are about equal numbers of male and female non-academic employees at U.N.B., women are concentrated in the lower-salaried and usually sex-stereotyped jobs."

"Non-academic women expressed a sense of frustration in their efforts to receive greater compensation and higher job status. A program of positive action is needed in hiring and promoting women to recognize this valuable and essential resource."

The report was presented to the UNB senate this fall and the senate has recommended that the president establish an action committee on the status of women at UNB.





Academic staff shortages in the Third World are acute as a result of the growth in demand for university education and the difficulty of competing with industry and government for promising graduates. This need has increased in recent years in the face of a general reluctance on the part of the official aid structures of countries like Canada to provide the high-cost technical assistance that academic staffing entails.

As a partial solution to the problem of staff shortages, Universities in developing countries recruit internationally for some positions. World University Service of Canada, which has been asked to serve as channel for informing Canadian academics of opportunities in developing countries, would be pleased to answer enquiries in reference to the following positions in the Third World:

#### The University of the South Pacific (Fiji) — Teaching positions

Accounting	Lecturer/Senior Lecturer
Administrative studies	Lecturer/Senior Lecturer
Biology	Chair
Chemistry	Professor
Economics	Professor
Education—Sciences/Mathematics	Lecturer/Senior Lecturer
English	Lecturer/Senior Lecturer
Educational Psychology	Lecturer/Senior Lecturer
Commercial Studies and School Experience	Lecturer/Senior Lecturer
History and Politics	Lecturer/Senior Lecturer
Marine Biology	Lecturer/Senior Lecturer
Mathematics	Reader/Senior Lecturer
Physics	Lecturer/Senior Lecturer
Public Administration	Professor
Sociology	Reader
Satellite communications	

#### Administrative positions:

Senior Accountant  
Internal Auditor  
Director, Planning and Development (including resource development)  
Programme Officers (Production of live transmissions)  
Graphic artist  
Technicians (Radio and Television servicing)

#### Abdul Aziz University — Saudi Arabia

Mathematics: Real and Complex Analysis	
Algebra	
Geometry	
Mathematical Statistics	
Chemistry: Advanced Physical and Organic	
Physical and Inorganic	
Advanced Spectroscopy	
Physics: Solid State Physics	
Electronics	
Theoretical Physics	
Experimental Physics	
Biology: SEM and TEM	
Neuro — Biology (with experience in electron microscopy)	

#### University of Malawi

Positions in agricultural engineering, crop production, livestock production and rural development.

#### University of Banie - Nigeria

Optometry

#### University of Papua New Guinea

Sociology (Anthropology)	Lecturer/Senior Lecturer
Social Policy/Social Planning	Lecturer/Senior Lecturer

#### University of Nairobi — (Kenya)

Dental surgery  
Microbiology  
Veterinarian studies

#### University of Del Rio — (Colombia)

Various specialities relating to mining and metallurgy

#### Njala Agricultural College — (Sierra Leone)

Agricultural engineering  
Nutrition

## Marriage curbs women's careers in academe, sociologists find

By Lorenzo Middleton

Married women in academe are less likely than their male colleagues to move from city to city to take advantage of better job opportunities according to a new study by three sociologists.

The restrictions that marriage places on their careers contribute strongly to the fact that women are usually found in lower-ranking, less prestigious positions than men, the study says.

Published in the Sept. 21 issue of *Science* magazine, the study was written by Gerald Marwell, Rachel Rosenfeld and Seymour Spilerman.

Traditionally, the gap between male and female academics has been explained by such factors as age discrimination, sexism, and the varying amounts of research they've done.

"In contrast", the authors argue, "a considerable part of the disparity between men and women in academic status and earnings derives from neither of those sources but from the disadvantages that marriage imposes on the women."

The authors trace the problem to a custom called "marriage hypergamy," or the tendency in this society of women to marry men of higher, or at least equal, status.

Most married women in academe have husbands who are also pursuing professional careers, the study says, noting that comparatively few male academics are in such two-career marriages.

The result is that a woman, more often than a man, finds herself in the position of having to turn down a good offer in another city rather than disrupt the career

of her spouse. Or, to move up with her husband, she may have to give up a promising position for a less desirable job elsewhere.

The authors pointed to one survey of professionals holding doctorates in which 49 per cent of the married women said their spouses' jobs were a major deterrent to considering positions in other locations. Only 4 per cent of the married men felt that way about their wives' jobs.

In looking for new appointments, married women, more than men, tend to seek positions in large metropolitan areas that offer substantial opportunities for both spouses to find desirable jobs, the authors point out.

"Marked geographic preferences on the part of women should result in lower rates of attainment even in the absence of discrimination by universities and colleges," the study found.

The authors add, however: "How much of the gap in attainment between the sexes should be attributed to the processes we have stressed, and how much to institutional discrimination, remains an open question."

To hold universities "properly accountable" for inequities between men and women, the authors conclude, it is important to consider the geographic constraints that marriage places on women academics.

Ignoring the part that marriage plays in the availability of women academics, they say, "may place an unfair burden on some institutions while letting the discriminatory practices of others go unpunished."

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**DEAN**  
College of Education  
Illinois State University

Applications and nominations are invited for the position of Dean of the College of Education at Illinois State University, located in Bloomington-Normal, a community of approximately 70 000 in central Illinois. One of twelve state-supported senior universities in the state, the University enjoys a stable enrollment of approximately 21 000 students (19 000 on campus) and employs a faculty of 1 200.

**Responsibilities:** The dean provides leadership for teaching and research in the College, which is composed of the Departments of Curriculum and Instruction, Educational Administration and Foundations, and Specialized Educational Development, the Office of Clinical Experiences and Certification Processes, the Office of Research, Development and Field Services, and two laboratory schools. The College offers both undergraduate and graduate work, including doctoral programs. There are 240 faculty positions in the College.

**Qualifications:** The position of Dean of the College of Education requires an academic leader with successful university teaching and administrative experience or equivalency as well as an earned doctorate in a field represented in the College. The dean is expected to articulate the goals of the College both within and outside the University and to facilitate the planning and implementation of College programs.

**Salary:** Commensurate with qualifications and experience.

**Preferred Appointment Date:** No later than July 1, 1980.

Applicants should submit letter of application and vita by January 15, 1980 to:

Dr. Stanley W. Renner, Chairperson  
Dean of the College of Education Search Committee  
c/o Secretary of the University, Illinois State University, Normal, IL 61761  
Illinois State University is an equal opportunity/affirmative action employer.



# BARGAINING TALK NÉGOCIATIONS

by Ted Bartley (CAUT Collective Bargaining Officer)

In the October *Bulletin*, it was reported in BARGAINING TALK that the NOVA SCOTIA TECHNICAL COLLEGE FACULTY ASSOCIATION was completing its sign-up campaign and that its application for certification before the Nova Scotia Labour Relations Board was pending. According to Professor V. K. Aatre, who organized the campaign, sixty-six academic staff members out of an anticipated bargaining unit of seventy-eight (i.e. 85%) signed membership cards authorizing the faculty association to represent them for the purposes of collective bargaining under the provisions of the Nova Scotia Trade Union Act. Under Nova Scotia practice, a representation vote has been held, although the ballots will not be counted with respect to appropriate bargaining unit. At the moment, it appears the hearing will not commence until sometime in December.

Meanwhile, in Ontario, the faculty association at TRENT UNIVERSITY recently decided to pursue certification. At a general meeting of the ASSOCIATION OF THE TEACHING STAFF, the membership directed the A.T.S. executive (by a vote of 34 to 9 with 6 abstentions) as follows: "As a means of securing legal status for collective agreements negotiated between the A.T.S. and the Board of Governors, the Association authorizes its Executive Committee to seek certification under the Labour Relations Act of Ontario of the A.T.S. as the legal bargaining agent for members of faculty and professional librarians." The decision seems to have been sparked largely by an inability of the A.T.S. and the Board of Governors to agree in informal discussions to procedures governing the lay-off of academic staff by reason of financial exigency or program redundancy. Within eleven days of the decision to proceed to certification, slightly more than 50% of an anticipated bargaining unit of 200 had signed the necessary membership card.

After ten months of intense negotiations the DFA and University bargaining teams at DALHOUSIE have arrived at a tentative settlement of their first collective agreement. Ratification took place early in November (see below for details)...Negotiations have commenced at LAKEHEAD with Professor David Bates (Education) leading the faculty team... Meanwhile, at LAURENTIAN, bargaining for a first collective agreement has been underway since early September. The chief negotiator for LUFA is Professor Dieter Buse (History). Other participants on the faculty negotiating team include Oliva Saarinen (Geography), Dick Schell (English), Ashley Thompson (Library), Vic Chulow (History), Herman Falter (LUFA President, Chemistry) and Don Savage (CAUT)... Some progress has also been made toward the establishment of a "Special Plan" bargaining arrangement at SIMON FRASER.

The CAUT DEFENCE FUND concluded its first full year of operations on May 31, 1979. The audited financial statements were released in late September and showed a cash surplus of slightly more than \$104,000 at the end of the first fiscal year. Moreover, security commitments from participating local associations provide a further \$500,000 as collateral for borrowing. At the moment, local associations which have formally joined include ACADIA, ST. THOMAS, MONCTON, LAVAL, BISHOP'S, CARLETON, YORK, WINDSOR, BRANDON, and MANITOBA. CAUT members wishing more information concerning the CAUT DEFENCE FUND should contact either Martin King (Chairman, MANITOBA, Department of Clothing and Textiles), Bob Florida (Membership Committee Chairman, BRANDON, Department of Religion), or Ted Bartley (Secretary, c/o CAUT office).

## Certification to First Collective Agreement: The Dalhousie Story

On February 16th, 1978, the Dalhousie Faculty Association decided to proceed to seek certification under the Trade Union Act of Nova Scotia as bargaining agent. Application was made on April 7th and the Labour Relations Board held a vote on campus on April 14th, 1978. Hearings were held on July 4th to 6th and a certificate was issued on November 24th, 1978 (56% of the bargaining unit had voted to certify). Negotiations for a Collective Agreement began on December 19th, 1978 and were completed on October 19th, 1979. Ten months, 142 bargaining sessions (plus side-table negotiations) taking about 425 hours, is rather longer than most places but not substantially so. The Agreement contains 33 Articles of 420 Clauses, covering the usual range of topics. The Agreement was ratified on November 5th, 1979 and was expected to be signed on November 12th.

The Agreement covers the period July 1st, 1978 until June 30th, 1980. Salary increases for 1978/79 are 6.5% Income Maintenance Change (I.M.C.) and \$800 Career Development Increment (C.D.I.) for faculty members. Professional librarians have salaries adjusted to a four-rank, overlapping scale with a Librarian 3 floor of \$16,560 and typical steps of \$720. For 1979/80 there is an I.M.C. of 5% and C.D.I. of \$850. The Librarian 3 floor is \$17,388 and the typical steps on the scale are \$756. An additional step or half-step is allowed for Merit Increments for librarians. For faculty the Merit Increments will be an additional \$850 or \$425. The sum of \$110,000 (about 7% of the revised 1978/79 salary budget) is set aside to pay Merit Increments, which are then included in regular salary, up to one third of the 658 members of the bargaining unit.

For 1979/80 there is a scale of minimum salaries for faculty members by rank by year of creditable service and relevant experience. These minima are \$3,500 higher for those in law, with appropriate qualifications, and they are \$6,000 higher for those in medicine with medical qualifications. Faculty members may be, and are, paid above the minima depending on merit and individual market factors. The scale of minima is one which overlaps by ranks, with an Assistant Professors' floor of \$17,750 and steps which are 5%, 4% and 3% of that. The sum of \$273,000 is set aside to adjust to scale those who are below it. Such adjustments will be made in accordance with the years of creditable service and relevant experience allotted to faculty members who apply to a Career Review Committee. That committee will be elected by seven constituencies of faculty members (e.g. the sciences, health professions, law), have three members appointed by the Board of Governors and a named chairman.

Salary adjustments for I.M.C., C.D.I. and Merit will be paid retroactively, on December 12th, 1979. Adjustments to scale payments will not be possible until the Career Review Committee reports, probably in April, 1980.

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2300 Sun Life Building, Montreal, P.Q. H3B 2N9

## University tries out plan to ease senior staff into early retirement

The University of Waterloo has started a new policy to help senior employees ease into early retirement.

Reduced workloads, approved recently by the university board of governors, will allow senior faculty and staff to work part-time but still be eligible for full-time pension and other benefits.

The policy, aimed at saving money and making room for young faculty members, has been approved by the federal Government for a five-year trial period.

University officials say it is the first of its kind.

Ernie Luey, director of personnel at the university, admitted the program — like many other emergency measures implemented because of tight money — might hurt quality of education.

The program might mean professors are less accessible or that class sizes have to increase.

But he said the program is necessary to cut salary costs. About 80 per cent of university spending is for salaries and government grants are not keeping up with inflation.

The average salary this year for a full professor at the university is \$39,792 and the average for all faculty members is

\$32,000.

The normal retirement age is 65 but under the policy, employees who are at least 55 and have at least 10 years at the university will be able to work part-time without being penalized in their pensions. A 56-year-old professor making \$40,000 a year could enter the program, work part-time and have his salary drop to \$20,000. But his pension plan and other benefit contributions would be based on a full year's salary.

The plan will cost the university about 4.4 per cent of a professor's salary — or \$2,000 — but officials say that's a small amount compared to the \$20,000 saved on salary.

Younger employees will also be allowed to work part-time but their pension contributions will be reduced accordingly.

Luey said the program would appeal to the fair number of university employees who want to devote more time to consulting, research or writing, or to those who want more time off for personal reasons.

He said the program also is a way to avoid layoffs when declining enrolment hits the universities in the 1980s.

The program, he said, is a way of dealing with problems we expect to face in the future. — CP

The whole Agreement is quite "flexible". It protects individuals and the collegial process through existing structures and a number of new committees. For example, appointments and reappointments may be made only if so recommended by the appropriate department. Promotion procedures, which have been quite variable across the University, are now spelled out in the Agreement but tenure procedures, which have been fairly successful in the past, are incorporated by reference.



## Academic Freedom and Tenure Committee

### Call for Nominations

The Committee on Academic Freedom and Tenure solicits suggestions for nominations for membership on the Committee.

Term of office for Committee members is three years. The Committee has eleven members, including the Executive Secretary and senior Associate Executive Secretary, and approximately one-third of the Committee is changed each year. Members of the Committee are appointed by the Board, on recommendation of the Academic Freedom and Tenure Committee, who strive for an appropriate balance in terms of geographical representation, discipline and experience.

The Committee deals with grievances from faculty members at institutions with associations affiliated to C.A.U.T. In addition, the Committee is concerned with the promulgation of policy statements and guidelines on tenure, on academic freedom, on proper procedures for determining terms and conditions of employment, and so on.

Suggestions for nominations to the Academic Freedom and Tenure Committee should be sent to Ron Bercov, Chairman, Elections and Resolutions Committee no later than March 1, 1980, together with a brief biographical statement on the candidate's academic background and experience in faculty association activities and academic freedom matters. C.A.U.T. 75 Albert St., Suite 1001 Ottawa, Ont. K1P 5E7.



## Le Comité de la liberté universitaire et de la permanence de l'emploi

### Appel de candidatures

Le Comité de la liberté universitaire et de la permanence de l'emploi demande qu'on propose des candidats appelés à faire partie de ses cadres.

Le mandat des membres du Comité est de trois ans. Le Comité compte onze membres, y compris le Secrétaire général et le Secrétaire général associé senior, et environ le tiers des membres du Comité changent chaque année. Les membres du Comité sont nommés par le Comité exécutif, sur la recommandation du Comité de la liberté universitaire et de la permanence de l'emploi, qui s'efforce d'assurer un juste équilibre sous le rapport de la représentation géographique, des disciplines et de l'expérience.

Le Comité s'occupe des griefs des professeurs des institutions qui comptent une association affiliée à l'ACPU. En outre, le Comité voit à la promulgation de déclarations de principes et de directives touchant la titularisation, la liberté universitaire, les procédures à suivre pour déterminer les conditions d'emploi, etc.

Les noms de personnes à nommer au Comité de la liberté universitaire et de la permanence de l'emploi devraient être communiqués à Ron Bercov, Président, Comité des élections et des propositions au plus tard le 1 mars 1980. Il faudrait joindre une brève notice biographique indiquant les antécédents universitaires du candidat et l'expérience qu'il a des activités de l'association de professeurs et des questions de liberté universitaire. ACPU 75 rue Albert, pièce 1001, Ottawa, Ont. K1P 5E7.

CAUT

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## Academic Librarians Committee

The CAUT solicits nominations for openings on its Academic Librarians Committee commencing July 1, 1980. Nominations should be sent by March 1, 1980 to Ron Bercov, Chairman, Elections and Resolutions Committee, CAUT, 75 Albert St., Suite 1001, Ottawa, Ontario K1P 5E7.

## Comité des bibliothécaires académiques

L'ACPU sollicite des candidatures à l'égard des ouvertures commençant le 1er juillet 1980 à son Comité des bibliothécaires académiques. Les candidatures doivent être envoyées pour le 1er mars 1980 au Pr. Ron Bercov, président, Comité des élections et résolutions, ACPU, 75, rue Albert, suite 1001, Ottawa, Ontario K1P 5E7.

## Elected board has right to censor, says judge

**F**elicitier, the Canadian Library Association newspaper reports that a judge in New York State has upheld a school board's decision to ban nine books from its libraries and curriculum, on the grounds of an elected body's right to act on its own education policy.

The board, in charge of the Island Trees school district on New York State's Long Island, removed the books in January, 1979, on charges of their being vulgar and in bad taste. Some of the affected materials were *Slaughterhouse Five* by Kurt Vonnegut, *The Naked Ape* by Desmond Morris, *Go Ask Alice* by an anonymous author, and *Soul on Ice* by Eldridge Cleaver.

Following the removal of the books, five students filed suit to challenge the board's decision as an infringement of the American constitution's First Amendment. This guarantees the freedom of religion, assembly, speech, the press, and the right of petition.

The judge's decision, handed down in August, called the book banning a misguided educational philosophy, but supported the right of an elected school board to act according to its belief in certain social values. Public education, said the judge, serves to indoctrinate and transmit

the basic values of a community, and books do not, therefore, have the right to remain on a shelf if the elected authority empowered to make the selection in the first place decides to remove them.

The students had argued that, once a book was selected, under the First Amendment it could not be removed on the grounds of its content. The judge, in his 24-page decision, said this would require a school board to be content-blind, and would permit removing books only for reasons of space, physical obsolescence or other considerations not affected by the amendment.

A constitutionally required 'book tenure' principle would, the judge said, infringe upon an elected school board's discretion in determining what community values were to be transmitted.

The issue was not whether the school board was correct in its evaluation of the contents of books, said the judge, or whether it is a wise or even desirable educational decision to sanitize the library by removing them, thereby sheltering the students from their influence. The judge recommended passing such issues for decision or remedy to the school district's voters, or to the commissioner of education.

## Survival of retirees may be linked to physical activity

**U**niversity of Western Ontario researchers have just been awarded a \$193,474 grant to find out if increasing physical activity for men in their first year of retirement will lower the extremely high mortality rate for this group.

About 300 volunteers from both blue and white collar jobs will take part in the three-year, London-based study. The men will be assessed a few months prior to retirement at 65 and again three months after retirement to determine the effects of a physical activity program on their health and attitudes.

The UWU team is attempting to find out if increasing physical activity for these men will give them a greater sense of well-being and better adjustment to retirement.

Depending on the physical condition of each, a program of exercise, such as walking and recreational activity, will be worked out. The mortality rate among males during the first year after retirement is very high.

"We would like to be able to develop a predictive index that would allow an employer to tell in advance who might be likely to have difficulty in adapting to the process of retirement," explains Dr. Peter Rechnitzer, one of the principal investigators on the project.

The group is also interested in learning more about the factors that permit one man to adapt to retirement more easily than another.

"We are interested in finding out what happens to a man's cardio-respiratory fitness after retirement and whether or not the aging process is accelerated," he said.

Also under study is the effect of retirement on memory, sense of independence and the individual's outlook on life.

Half the test group will be assigned an activity program to follow after retirement and the other half will continue with their own retirement plans and activities.

Volunteer subjects will be tested in the Department of Physiology's exercise laboratory and extensive questionnaires will be used to determine subjects' attitudes toward retirement.

No women will take part in the study, Dr. Rechnitzer says, since there aren't yet enough women in the study who have spent a lifetime working outside the home.

Dr. Rechnitzer and his colleagues received the grant from the Ontario Ministry of Health and they believe that until now no study of this kind has been undertaken in Canada.

### Andy Capp





# NOTES FROM WASHINGTON

by Clive Cookson

For the powerful "testing industry" in the United States 1979 has been a bad year. My September column discussed the growing body of evidence that scores on the Scholastic Aptitude Test (SAT)—the main entrance examination used by American colleges—can be improved by intensive coaching, which is more accessible to candidates from wealthier backgrounds. This month I shall look at another threat: legislation to force the testing organizations to disclose much more information about college and university admissions tests.

The country's first "truth in testing" act, as its backers like to call it, was passed by the New York state legislature last June. After January 1, when the law takes effect, test makers will be required to publish all test questions and the correct answers (within 30 days of reporting the candidates' scores), and on request to send any candidate a copy of his or her own answers with an explanation of the scoring. Test publishers will also have to give the state department of education assorted technical data about the test.

The Educational Testing Service (ETS) and the rest of the testing industry lobbied intensively against the act; its main sponsor, state senator Kenneth LaValle, called it the toughest lobbying he had ever encountered, depending on "fear, instilled by unsupportable threats." Nevertheless the New York politicians were persuaded to pass the law by a coalition of teacher associations, student groups and consumer organizations, who successfully portrayed the test makers as unnecessarily secretive and unaccountable to the public. As New York governor Hugh Carey said when he signed the act, "the standardized tests are a very important element in one of the most crucial determinations in a young person's life. Tests of this type are imprecise and open to potential misinterpretation. It must be a candidate's right to have access to his results."

Although the full impact of the New York act is not yet clear, because the state education department is still drafting the regulations to implement it, many of the testing organizations are likely to carry out their "threats." At the time of writing, the state education department expects 20 of the 26 tests covered by the law to be discontinued in New York after January 1, including all those used routinely for admission to medical, dental and nursing schools and other professional health programs. The College Entrance Examinations Board will not withdraw the Scholastic Aptitude Test, which it gives to 250,000 New York students a year, but will administer the SAT on only four rather than the usual eight dates during the first half of next year; in addition, New York candidates will have to pay a surcharge on top of the usual \$8.50 SAT fee, flexible test dates for handicapped students will be "greatly curtailed", and the special Spanish-language version of the test will probably be dropped.

The cuts have to be made, the testing organizations say, because the new law will impose enormous burdens on them. The most serious effect of disclosure will be to make it impossible for them to re-use tests, which they do at present, so extra resources will need to be devoted to the production of new questions. Sponsors of more specialized, low volume tests claim that there is a limit to the number of new questions they can dream up, so recycling is essential.

University admissions officers in New York, who were unanimously opposed to the "truth in testing" legislation, have not yet said how they will make up for the absence of the 20 tests next year. They will not be able to get round the problem by asking applicants to take the tests in another state, because the New York education department interprets the act to apply to any test results sent to institutions in the state (this interpretation is challenged by some test sponsors, who may well ask the courts to resolve the question). Presumably universities will have to abandon the use of test scores and rely on applicants' grades and general academic records.

The withdrawal of services in New York has not discouraged "truth in testing" advocates from following up their victory there. Politicians in at least six other states are promoting similar legislation, and, most significantly, two test disclosure bills have been introduced into Congress in Washington. One is modelled closely on the New York law.

Federal truth in testing legislation is seen as a threat by many people outside the testing industry. For example Albert Shanker, president of the American Federation of Teachers (AFT), told a House of Representatives subcommittee hearing on the subject: "I now believe that the haste with which similar legislation was passed in New York was a mistake, even though the AFT affiliate there supported it." Shaker said federal legislation would produce "national verdicts on tests, and I view this as one step short of granting the federal government the authority to approve some tests and not others—in effect to nationally control tests."

However the National Education Association (NEA), the AFT's rival teacher union has been crusading against the testing industry for years and strongly supports federal legislation. Many people in higher education, particularly admissions officers, are cynical about the NEA's motives. Fred Hargadon who is Stanford University's admissions dean and chairman of the College Entrance Examination Board, said the disappearance of national tests like the SAT "would make the 26,000 high schools or the NEA—particularly the NEA—very happy. Because then no one in the country would be able to write an article saying that students don't know how to read as well, write as well, or have mathematical skills as well developed as ten years ago, despite the great increase in school budgets over that period of time. It's to their advantage not to have anybody know that. The only way people can get some clue is if there is some kind of test or tests, given nationwide."

Hargadon claimed that if the validity and reliability of SATs were weakened by greater disclosure, colleges could throwback batch where they were 20 or 30 years ago, placing greater weight on reports from the high schools. "That in turn would lead institutions like Stanford to leaning more on those high schools which we know have really substantial and rigorous academic programs."

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Shirley Hufstедler, a federal appeals court judge from Los Angeles is President Carter's surprise choice to be the United States' first Secretary of Education. In September, Congress finally passed legislation setting up the Cabinet-level Department of Education, despite strong opposition from those who believe the new agency will eventually become a centralized, European-style ministry controlling American education—in the United States, as in Canada, education is not supposed to be the federal government's responsibility.

## High court hears arguments in Yeshiva case

### NLRB says professors are 'rank-and-file' employees; university says they're managers

by Beverly T. Watkins

The Supreme Court heard arguments last week in two cases that could have far-reaching effects on faculty collective bargaining in the United States.

The question at issue is whether faculty members who take part in academic governance and decision-making at institutions of higher education are managerial or supervisory employees and, as such, are denied the right to bargain collectively under federal labor law.

In the cases before the Court, the National Labor Relations Board maintains that faculty members at Yeshiva University, a private institution in New York, "make up the rank and file" employees. Although they make recommendations about appointments, promotions, tenure, and salaries, they "express their own views." They are not, the board says, "representatives of management."

The Yeshiva University Faculty Association, which filed a separate suit, takes the same position as the N.L.R.B.

Yeshiva University maintains that "full-time faculty members are managerial personnel" because they "perform policymaking and discretionary functions" on a high level. They are "commissioned to decide with substantial finality, or at least 'effectively to recommend' action" on personnel matters. The university says "authority of this kind is clearly supervisory under the board's own precedents."

#### Appeals court ruling

In an earlier decision, a three-judge panel of the U.S. Court of Appeals for the Second Circuit overruled the N.L.R.B., which has held since 1971 that faculty members are employees entitled to bargaining rights.

The appeals court agreed with the board that full-time faculty members at Yeshiva are professional employees under one section of the National Labor Relations Act. However, it concluded that "the extensive control" over academic matters and "the crucial role of the full-time faculty in determining other central policies of the institution" give faculty members so much power that "they are, in effect, substantially and pervasively operating the enterprise."

If the decision of the appeals court is upheld by the Supreme Court, it would mean that private institutions of higher education would not have to negotiate with faculty unions. The decision would not directly affect public institutions, where the right to bargain is determined by state labor laws.

However, some observers think such a decision would have an indirect effect on public education at all levels, because any decision involving the labor-relations act influences state courts and administrative agencies.

In the arguments before the Supreme Court last week, Norton J. Come, deputy associate general counsel for the N.L.R.B., said the appeals court "had failed adequately to analyze the distinction between faculty influence in professional matters and in managerial matters."

"Professional employees are asked for advice but they do not become managerial

employees because that advice has influence," he said. The faculty members at Yeshiva "are not accountable to the administration. The administration is free to disregard their recommendations. That is why they are not managerial employees."

Ronald H. Schechtman, arguing for the faculty association, said, "The important part of this case is the nature of the authority the faculty exercises. They do not have the authority that makes them managers. They have authority only insofar as the university defers to them."

Marvin E. Frankel, representing Yeshiva University, said that even though universities have changed greatly since the Middle Ages, a point made by one justice, "the university is still the faculty." Faculty recommendations on hiring, promotion, and tenure "are almost always followed. The university that chooses to be distinguished does not let faculty decide on sufficiency." Faculty decisions "are of the highest order."

Several justices asked whether faculty decisions were made in the interest of the faculty or of the university.

Mr. Come said faculty members were not opposed to the interests of the university but they were not "furthering management policy" when they made decisions.

Justice Potter Stewart questioned the application of the National Labor Relations Act, "a business-and-industry statute," to academic institutions.

In a brief filed earlier, the N.L.R.B. said its definition of management personnel and supervisors was that contained in the act and "agrees with the Congressional purpose" of allowing "a broad category of professional employees" to have bargaining rights.

The board said the role of faculty members at Yeshiva was "essentially the same as that of faculty members at other universities." Broad areas of consensus exist between the faculty and the administration, but "success in accommodating interests does not indicate that interests are identical," according to the board.

#### 'Mature' universities

In a friend-of-the-court brief filed earlier to support the university's position, the National Society of Professional Engineers commented on a point raised during the arguments by one justice.

According to the brief, at "mature" universities such as Yeshiva, which has a collegial decision-making process that substantially involves the faculty, faculty members "must be considered 'managerial personnel' and excluded from any bargaining unit."

The engineers' society maintained that "the relationship between a mature university and its faculty members simply does not fit the model of employer-employee relationships which Congress had in mind" when it passed the labor-relations act.

#### Unions back NLRB

In separate friend-of-the-court briefs, the three national associations of faculty members supported the N.L.R.B.'s position. The National Education Association



# Science comes first

Technology is all-important in today's Iraq. Dilip Hiro concludes his survey of Middle East campuses.

Iraq is today paying far more attention to mastering the intricate mysteries of Machine than realizing the full meaning of the Word of Allah, as revealed in the Koran. Six years ago, the religious colleges, with a total student body of about 2,000, were as popular as the technical institutes. Now the strength of the religious colleges is down to about a twelfth that of the Foundation of Technical Institutes.

The fast-growing emphasis on technology and science is outstanding. For example, of the three assistant presidents of the University of Baghdad, one is concerned exclusively with scientific affairs.

The majority of the 14 colleges affiliated to Baghdad University teach science and technology. In addition, a special University of Technology was set up in Baghdad three years ago.

Surprisingly, women are already an important part of Iraqi university life. Last year half as many women enrolled at a university as men; a ratio that leaves many Western countries behind, not to mention the Arab ones.

Another notable aspect of higher education in Iraq is that the National Union of Iraqi Students has a high status both on the campus and outside. A representative of the NUIS is appointed to the management council of a university college as well as that of a university. Outside the campus, the NUIS is dove-tailed into the organizational structure of the ruling Arab Baath Socialist Party.

Arabic is being developed with great energy and speed as a language for teaching science, engineering, agriculture, and even medicine. A degree to this effect was issued by the Pan-Arabist regime of Iraq in October, 1976. And already, all the science and technology colleges (except those teaching medicine) have replaced English with Arabic in their first year classes.

This required immense effort and organization—especially in translating textbooks into English—but it was accomplished on time. And the translating effort is continuing so as to ensure that the Iraqi scientists and technicians do not fall behind the rest of the world.

But this does not mean that the teaching of English is being neglected. Every university college insists that a student (who has had eight years of English at school) must study English for four hours a week, and take at least one subject in English.

In fact, so many university students wish to join in the English classes run by the British Council in Baghdad, that the council has had to issue only a limited number of application forms and introduce a first-come-first-served basis. Last year some 3,500 students took these classes.

The stress is not now on teaching literary English from books, but on "service English." The British Council is lending its expertise to the Institute for Development of English Teaching in Iraq, founded in 1971 to produce a library of books conceived, written and based on Iraqi material.

The drive towards self-sufficiency came almost at the end of the process of rationalization and expansion of higher education that began soon after the overthrow of monarchy in 1958.

Once Baghdad University was put on a firm footing in 1961, the Mustansiriyah College in Baghdad was upgraded to a university in 1965. Universities were then established at two-year intervals at Mosul in the north, Basrah in the south, and Suleimaniyah in the Kurdish north, followed by the University of Technology in Baghdad in 1975.

Now some 87,000 students are enrolled at these universities; thirteen higher institutes of technology, affiliated to the Foundation of Technical Institutes; and a few religious colleges. Baghdad University claims the largest segment of students (over 33,000), and the religious colleges, the smallest (649).

University education is free. The student pays no fees, gets free books and dormitory accommodation, and a grant to cover the cost of food. The university is open to all those who have passed their baccalaureate, either in arts or science.

Applications are processed by a central body which directs the applicant to a faculty according to his/her grades. The rank of a faculty is determined by the priorities of the national plan.

Because of the emphasis on industrialization, and self-sufficiency in food, the best students — those with marks of 90 per cent or more are now being allocated to the agricultural colleges; and the second best to engineering and technology. Since the system does not discriminate between sexes, many women find themselves in the engineering and agricultural colleges.

All students are given political education for two or three hours a week. This means basically imbuing the ideology of the ruling Arab Baath Socialist Party.

Former political education of students began in earnest in 1972-73 the year when the NUIS was upgraded.

With 1.5 million members, aged 15 or more, the NUIS is a powerful organization. It is supervised by a member of the Revolutionary Command Council, the highest body of the Baath Party, and is allowed to broadcast a weekly programme on radio, and a fortnightly programme on television.

It publishes a monthly *Students' Voice*, and a weekly *Student News* in Arabic; and a fortnightly *Student* in English.

NUIS members elect their officials every two years but a conference takes place annually. Among its tasks is to issue a slogan — the current one is, "Volunteer in the service of the National Progress Plan."

Every year, thousands of university students join work camps to pave roads, dig water channels, construct buildings, and pick cotton. Among the achievements of this voluntary effort is the building of a new village for 95 immigrant Egyptian peasant families about 20 miles from Baghdad.

Emancipation of women is an important part of the Baathist philosophy and practice: women are seen not only in shops and offices, but also in the Popular Army, the civil defence force. Yet only one of the 17 executive committee members of the NUIS is a woman; and the Baathist leaders invariably address their audiences as "Brothers", never as "Brothers and Sisters."

Pan Arabism — another important aspect of the Baathist ideology — has already had a significant impact on student life. It has caused the medium of instruction in science, engineering, and agriculture to be changed from English to Arabic. It has made Baghdad the headquarters of the two-year-old General Union of Arab Students, the confederation of the students' unions from all the Arab countries.

In short, both the students' organizations and universities of Iraq are stamped with the ideology of the Arab Baath Socialist Party — a state they share with such institutions as the trade unions, the press and the military.

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# AMNESTY INTERNATIONAL

## Amnesty International and the Death Penalty

The *Death Penalty*, a major report from Amnesty International, focuses attention on an often ignored aspect of the movement's mandate. The world wide human rights organization, totally opposed to the death penalty, views its imposition in any form as a violation of fundamental human rights.

"Every execution, whether it takes place on the gallows or in the street, whether it results from a decision taken publicly by a court or clandestinely by conspirators, is an irreversible and totally unacceptable abuse of power," says Martin Ennals, Secretary General of Amnesty International.

"As judicial punishment," he argues, "the death penalty is unequal, unjust and irreversible. Historically the principal victims have almost everywhere been the poor, and members of minorities and oppressed groups within the population."

His words are reminiscent of comments made by a former state governor in the United States: "During my experience as Governor of Ohio, I found the men on Death Row had one thing in common: they were penniless . . . the fact that they had no money was a principal factor in their being condemned to death."

The *Death Penalty* represents a major contribution to the international campaign for total and universal abolition of capital punishment. Instead of stating the case for abolition solely from a Western European and North American perspective, the report surveys the use of the judicial death penalty in 134 countries. A separate chapter looks at murder committed or acquiesced in by governments.

The first chapter presents the standard arguments for abolition. The death penalty is irreversible. A fallible law decided by fallible human beings, it can be inflicted upon people innocently of any crime. Its deterrent effect is questionable. Its cruelty is evident. It is used with increasing frequency as a political weapon, a means of carrying out government policy by a court unlikely to have judicial independence.

The report also considers the legal aspects of the death penalty as reflected in the human rights standards adopted by international organizations. Most countries retain the death penalty for certain crimes; consequently, international law does not prohibit its use even though various international covenants do restrict its application. Chief among these is the International Covenant on Civil and Political Rights which forbids the execution of pregnant women or people below the age of 18 years. The Inter-American Convention on Human Rights and the Geneva Conventions concerning civilians and soldiers taken prisoner in war spell out other restrictions. Within both the General Assembly of the United Nations and the Council of Europe, a trend to abolition of the death penalty is apparent.

Chapter three of the report, a country-by-country survey of the use of the death penalty, reveals very clearly the arbitrariness of all procedures by which the death sentence is passed.

In some countries, state authorities perpetrate murder of people who threaten the power structure. In other countries, the death penalty increasingly takes the form of unexplained disappearances. Certain governments do nothing to prevent murder of those seen as a threat to their authority; their acquiescence implies unstated agreement with the murder of hundreds of people.

The *Death Penalty* notes the irony of the situation in countries such as Brazil, Colombia and Uruguay which have totally abolished the death penalty but now experience political murder on a disturbing scale.

Guatemala, among other Latin American countries, has been terrorized by the notorious "death squads" — bands of heavily armed men who include off-duty government security personnel pledged to eliminate petty criminals and opposition political activists. Amnesty estimates in this country alone that as many as 20,000 people may have died at the hands of "death squads" between 1966 and 1976.

In Equatorial Guinea under the government of Macias Nguema one out of every 500 citizens (out of a total population of only 300,000) is known to have been executed. Amnesty International believes the true number of political deaths to be much larger. Many had been tortured to death; others burnt or crucified.

An update included with the report, indicates that 18 countries, as of 30 May, 1979, had abolished the death penalty for all offences. In a further 8 countries, the death penalty has been retained only for offences committed in time of war. Seven countries retained the death penalty on the statute books but, as a result of government policy, have not carried out executions in the recent past.

One man who is convinced that executions no longer serve a useful function is the last "Number One," the former British Official Executioner. After 25 years as an executioner, Albert Pierrepoint, concluded in his autobiography that "executions solve nothing and are only an antiquated relic of a primitive desire for revenge which takes the easy way and hands over the responsibility for revenge to other people."

The *Death Penalty* (\$5.00) is available from Amnesty International, Canada, 2101 Algonquin Avenue, Ottawa, K2A 1T1.

## Yeshiva case

argued that "governance mechanisms and procedures have no bearing on the question of whether faculty members as a group constitute an appropriate bargaining unit." The association said "governance systems do not vest supervisory or managerial authority in faculty."

The N.E.A. predicted that a Supreme Court decision upholding the appeals court would have "serious adverse practical consequences in the public as well as the private sector," because most agencies concerned with state statutes on collective bargaining are guided by decisions involving

the labor-relations act.

The American Association of University Professors said, "The measure of employee influence on management is not a proper test of managerial status" under the labor-relations act.

The American Federation of Teachers (A.F.T.-C.I.O.) commented that the finding by the appeals court "that the faculty at Yeshiva University had total control of decision-making must have profoundly shocked the faculty who had found it necessary to elect a collective-bargaining representative."

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Brandon: a case study

# Social relations and collective bargaining in the university

by Errol Black

A great deal of material has been published in the *CAUT Bulletin* in recent years on the unionization of faculty in Canada. These articles provide many useful insights both on the factors which have prompted academics to form *bona fide* trade unions and on the implications of unionization for relations between faculty and administration. So far, however, little attention has been paid to the overall system of social relations in the university and the way in which faculty and other trade unions fit into this system. This article seeks to take an initial step toward correcting this *lacuna* by offering some observations on social relations and the role of collective bargaining at one university, namely, Brandon University — a small undergraduate institution offering first degrees in Arts,

Science, Music and Education.

## Top-down hierarchical organization

As is shown in the diagram on the following page, the university is organized along basically the same lines as most other organizations in our society: that is, in a top-down hierarchical fashion.

The significance of this structure was obscured to a large extent in the initial years after the conversion of the institution in Brandon, in 1967, from a college affiliated with the University of Manitoba to an autonomous university. A relatively easy fiscal situation at the University, the favourable situation in the labour market for academics and the democratization movement in universities elsewhere, combined to create conditions supportive of faculty initiatives to obtain a greater say in decision-making processes. These initiatives yielded positive results. Thus, in 1971, the Board of Governors agreed to bargain collectively with the faculty association on salaries and the terms and conditions of employment. And, in 1974 and 1975, the Board of Governors consented to establish a number of committees with representation from all groups on campus to oversee various aspects of the university's operations.

Of these committees, the most important was undoubtedly the Board Budget Committee, which was comprised of representatives from faculty (the dominant group), students and support staff under the chairmanship of the Chairman of the Board of Governors, and charged with responsibility for the preparation of detailed budget proposals for consideration by the Board. The President and other senior administrators were permitted to appear before the committee to justify and defend

the items in the budget for which they were directly responsible, but were otherwise excluded from its deliberations. Shortly after the committee was established, the then President, Dr. Lloyd Dulmage, who had supported its formation in response to pressure from faculty, recognized the significant implications of his exclusion and attempted to acquire ex-officio status on the committee. This proposal was put to a vote and rejected — almost unanimously.

Conditions changed abruptly and dramatically in 1977-78. A dispute between the faculty association and the Board in 1976-77 over the right of the faculty association to bargain on behalf of laboratory instructors, counsellors and other groups prompted the association to apply for a ruling from the Manitoba Labour Board on the definition of the bargaining unit. After a hearing, and consideration of the relevant documents — most of which the members of the Labour Board apparently either did not understand or ignored — a ruling was handed down in June, 1977 which stripped the faculty association of its bargaining rights and undid six years of collective bargaining history. Subsequently, in late 1977 and early 1978, the Board of Governors, acting upon recommendations from a new President, and taking advantage of the fact that the faculty association was pre-occupied with efforts to re-establish its right to bargain through the certification process, did away with the budget and other committees which provided for inputs into decision-making processes from faculty, other workers and students and attempted to unilaterally alter promotion and tenure procedures.

As a result of these, and subsequent developments the character and implications of the hierarchical structure depicted in the diagram have become all too apparent.

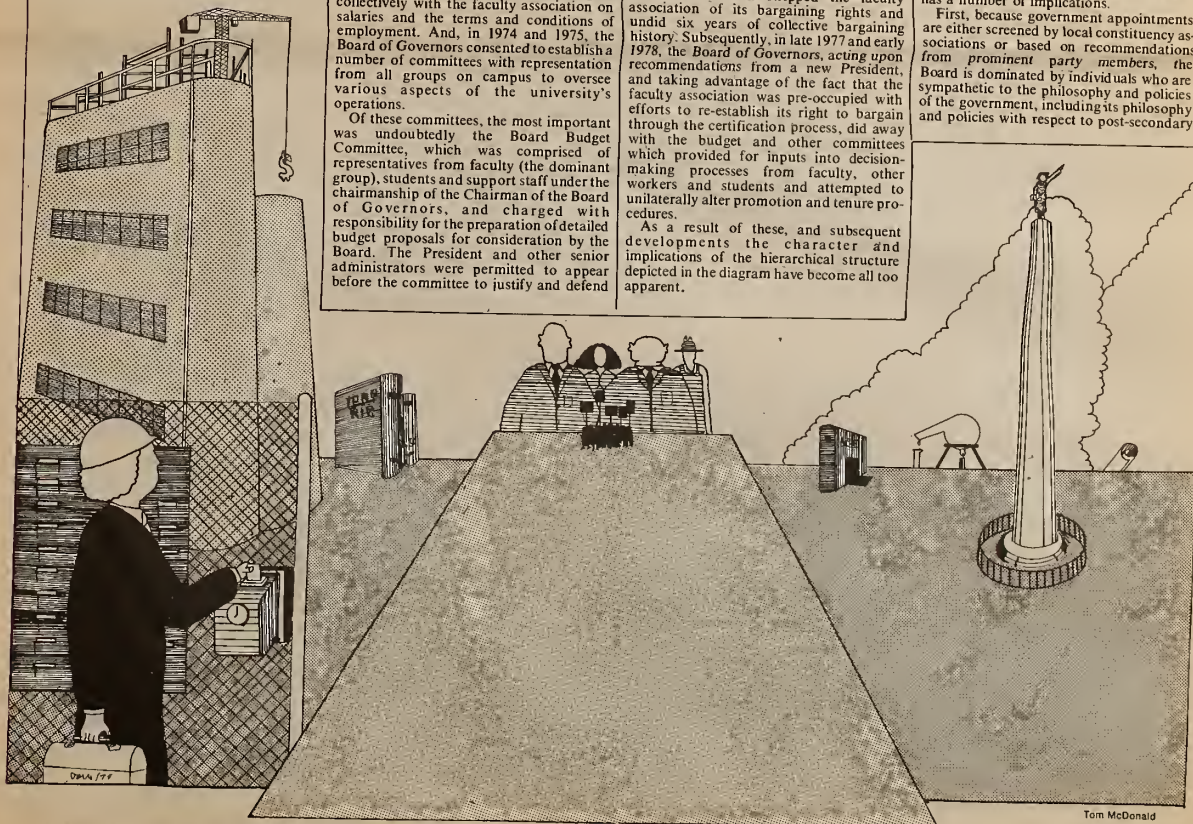
## 1 The Board of Governors and the President

The Order-in-Council which established Brandon University gives the Board of Governors complete control over the fiscal affairs of the university including staffing and the allocation of resources, and defines the President as its Chief Executive Officer, responsible for carrying out Board policy. Similarly, the Order-in-Council stipulates that the Board will consist of: eight members appointed by government; two members elected by and from the membership of the Brandon University Association (membership in which is acquired by payment of a \$100 fee); one member elected by and from the memberships of each of the Alumni Association and the Students' Union; and a representative elected by Senate from amongst the 12 faculty Senators.

This formula for constituting the Board has a number of implications.

First, because government appointments are either screened by local constituency associations or based on recommendations from prominent party members, the Board is dominated by individuals who are sympathetic to the philosophy and policies of the government, including its philosophy and policies with respect to post-secondary

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education in general, and university education in particular.

Secondly, because the individuals who are most active and influential both in partisan politics and in the sorts of organizations which develop around the university tend to be, on account of professional and owner/managers of businesses, the membership of the Board is drawn primarily from this segment of the population. Thus, the current membership of the Board is as follows: a lawyer, three owner/managers of local businesses, the manager of the local branch of a national retail chain store, the general manager of Wawanesa Mutual Insurance, the City of Brandon Industrial Commissioner, a dentist, a farmer, a school principal and a rural housewife.

And, thirdly, because of the way in which selection procedures work, the majority of the individuals on the Board have neither specialized knowledge nor, in most instances, a significant interest in the affairs of the university; they take the job on because it involves a certain amount of prestige in the local community, because it enhances their position within the party or organization, and because it may have implications for their business or professional activities.

The collective character of the Board reflects the values, interests and attitudes of the individuals who comprise it. In brief, the major concern of the Board is the public image of the university, and in particular, its image with the local business community and the government. This concern has been especially evident in the past two years. Specifically, until June of this year the group of government appointments to the Board consisted of four individuals appointed by the former NDP government and four individuals appointed by the current Conservative government. Despite this division, the Board remained silent in the face of a series of actions by the government which adversely affected university education in general, and Brandon University in particular — the removal of foreign students from coverage under the province's health scheme; two years of severe cutbacks in the real resources provided the universities by the government; and significant cutbacks in the funding of special projects designed for people from minority and low-income groups which are based at Brandon University.

As far as the university itself is concerned, the members of the Board identify very closely with the President. This is hardly surprising, since the office of President epitomizes *petit bourgeois* values — the office is at the apex of the organization, signifying prestige and power and carrying a high salary with all the attendant perquisites. (The current President receives a base salary of \$50,000 per annum; a university-owned residence, rent free and with all maintenance/repair expenditures paid for by the university; an automobile allowance of \$3,600 per annum; an open-ended entertainment budget, and a \$10,000 annuity for each year he is employed by the university.) Other senior administrators, notably the Comptroller, are accorded similar respect and deference. The various groups which comprise the campus community — students, faculty and other workers, are, in contrast, perceived as self-interest groups and, therefore, treated with suspicion, and even, on occasion, contempt.

The upshot of this is that, unless they have a particular axe to grind, the Board members rely on the President for information and guidance in the formulation of policy. Other groups and individuals can, and do, make representations to the Board on specific issues, but, if the views presented conflict with the position taken by the President, they are either ignored or heavily discounted in subsequent deliberations. Moreover, because nearly all of the important Board business is conducted in camera, the groups on campus are placed in the position of having to rely on the President to provide them with the substance of the Board's deliberations on particular issues.

As the main broker of information on campus, the incumbent President has used

his position to consolidate power and control in the President's office through the manipulation of information; specifically, in the ways in which he relays information between the Board and faculty association, between the Board and other groups, and so on, and in the amount of detail which he provides to various groups on particular issues, for example, the contents of the budget. Such a policy — in effect, a policy of 'divide and conquer' — is not without its risks, however. The main risk is that the President could alienate significant segments of the campus community, in particular, students and/or faculty. Should the resulting discontent lead to disruptions or unfavourable publicity for the university, the Board might very well decide that the President has become expendable and should be replaced.

## 2 The Senate

Again, the role and composition of Senate are defined in the Order-in-Council which created Brandon University. According to this document, the Senate is responsible for setting policy with respect to academic matters, and is to be comprised of: the

of personnel.

On the other hand, many decisions involving changes in academic programmes are now being made unilaterally by the President and presented to Senate as a *fait accompli*. Recently, for example, the President, presumably acting on a recommendation of the Deans' Council, effected a reallocation of resources which reduced the size of some departments and increased the size of others, without any prior consultation either with Senate or with the departments affected. Similarly, the President uses his position as Chairman to manipulate the proceedings in a way which ensures that only programme initiatives which are given serious consideration are those initiatives which he personally approves. Thus, if proposals are introduced which the President disagrees with, he simply indicates that the funding required to support the proposal is not available, and, therefore, there is little point in pursuing it any further.

The implication of all this, of course, is that Senate functions, as the diagram implies, as a mere appendage to the decision-making apparatus (analogous in many ways

contradictory position within the organizational structure of the university. On the one hand, they are chairmen of a faculty — or similar body — and expected to represent the interests of their faculty to the President/Board and Senate. But, on the other hand, they are senior administrators, in which capacity they are required to accept and impose on their faculties the policies established by the President/Board. (This dual role of Deans is reflected in the terms of their employment. As senior academics they are appointed with tenure and rank — usually at the full Professor level, and as administrators they receive a \$5,000 stipend and the prestige and influence which goes with an administrative position.)

Recent developments on campus, in particular, the exclusion of the Deans from both the newly certified faculty bargaining unit — January, 1978 — and membership in the faculty association, and the hiring of a new President in 1977 who believes that authority and control should be centralized in the President's office have accentuated this contradiction. This was highlighted in the protracted negotiations leading to a first collective agreement between the University and the faculty association. Throughout these negotiations, the Deans on the negotiating committee for the university — made up of the Comptroller, the Executive Assistant to the President, the Directors of the Library and the Deans of Arts and Science — were the most vigorous proponents of changes in past practices which would dilute the role of faculty in decision-making processes, rights of due process and working conditions in general. They justified their position on the grounds that the changes were necessary to increase efficiency and provide management with more flexibility in decision making. Then when it came to the question of how time spent as Deans and Directors would be treated for the purposes of calculating seniority in the bargaining unit, they insisted that they were academics and that time spent as Deans and Directors should be counted toward seniority.

The Deans are very conscious of the contradiction inherent in their position and are apparently experiencing more and more difficulty in rationalizing it. Collectively, they attempted to take some of the heat off themselves by handling more and more of the decisions through the so-called Deans' Council — a body which the Board of Governors created in 1975 to counter the growing influence of faculty in decision-making bodies. The way this mechanism works is that issues affecting particular faculties are fed into the Deans' Council for discussion and recommendation. What the Deans were doing was taking credit for the positive decisions which emerged from this body, and presenting negative decisions as decisions of the entire Deans' Council. This out was closed, however, with the ratification of a new collective agreement which requires that an individual administrator — President, Dean, etc. — take responsibility for a particular decision.

The contradictory position of the Deans can also complicate life for the President. In brief, if a particular Dean becomes, or is seen to become, too much a lackey of the President, his immediate constituency may launch a campaign to force his resignation. Since such a situation could reflect adversely on the President, indeed, depending on the circumstances, it could even precipitate an attempt by the Deans to get rid of the President (although circumstances would have to become very desperate for them to jettison their careerist ambitions), the President must make concessions to the individual Deans which will permit them either to placate a militant faculty or to prevent the demoralization of a docile one.

## 4 The campus workforce

The campus workforce at Brandon University, i.e., the workforce exclusive of the President, is comprised of four or more less distinct groups of workers: (1) workers involved either directly or indirectly in the academic process, including academics,



President, who serves as chairman; the Chancellor; the Deputy Minister of Education or his designate; the Registrar, who serves as secretary; six Deans/Directors; 12 members of the academic faculty; eight students; and a representative from the Board of Governors.

Over the period roughly 1967 to 1974, the Senate exercised considerable influence with respect to the introduction of new programmes and the establishment of programme priorities. Since the advent of severe constraints on resources, however, the role of Senate has been steadily eroded. This erosion has been accentuated by the actions of the present President. On the one hand, the President insists on a strict interpretation of the division of responsibilities between the Board and Senate as defined in the Order-in-Council. Thus, to take one example, when one of the student senators recently proposed that the Senate set down well-defined procedures for the appointment of academic administrators

Deans and Directors, the motion was ruled out of order on the grounds that the Board of Governors is responsible for establishing procedures for the recruitment

to the supervisory boards which have been established in European states to accommodate worker-participation schemes), with the bulk of the time devoted to discussion of changes in course numbers, whether or not the B-grade should be retained, and similar matters.

This does not mean that the President has a completely free hand in his dealings with Senate. In general, he can rely on support from Deans/Directors and divisions within and between faculty and student groups to carry most issues. However, in situations where students and faculty representatives present a united front, the President must be prepared to make concessions and take pains to create the impression that he will do his best to obtain the support of the Board for the majority position on Senate. Otherwise, student and faculty representatives could become a solid oppositional block with the capacity to frustrate all business of Senate — a development which could culminate in the downfall of the President.

## 3 The Deans

Deans have always occupied a



librarians, counsellors and laboratory instructors; (2) stenographers, typists, technical and clerical workers; (3) cleaning and service workers; and (4) skilled and semi-skilled maintenance workers, such as carpenters, electricians and stationary engineers. Apart from a few individuals who are excluded from participation in trade unions — because they have access to information pertinent to collective bargaining, for example the Comptroller's secretary, the workers in these four groups are either members, or included in the bargaining units of certified trade unions. The respective trade unions and their dates of certification are as follows: Brandon University Faculty Association, 1978; a local of the Manitoba Government Employees Association, certified originally as an independent local in April, 1974; the Retail Clerks, June, 1973; and the Operating Engineers, April, 1973.

Historically, academics at Brandon University have constituted something of an aristocracy or elite group of labour in relation to other campus workers. This situation has its most apparent manifestation in the fact that academics receive much higher average annual salaries than their counterparts in other units. This is shown in the accompanying table which depicts the pecking order for selected groups of employees in 1976-77.

The other factors which distinguish the jobs of academics from those of other workers are just as, if not more important than salaries. Specifically, they receive superior benefits, have much more scope for career advancement and enjoy more prestige and status both within and outside of the university. Moreover, academics enjoy a greater say in decision-making processes and much more autonomy in their work. The significance of this latter factor has been spelled out by Richard M. Pfeffer:

Most hours in an academic's day are arranged by the academic worker at his/her convenience. . . . (Consequently) they are not very conscious of selling their time or even of selling the use of their labour power. (Professors feel by and large that they are engaged in their own, purposeful work. (Working for Capitalism, New York, Columbia University Press, 1979, pp. 75-6.)

Along with, and partly a result of, their privileged position in the job hierarchy, academics tend to have attitudes and perspectives which set them apart from other campus workers. The conception of the university as an agent, indeed, the agent of "enlightenment," dedicated to the pursuit of truth and knowledge has nurtured the idea that academics as a group are outside of and above the hurly burly of life within the institutional framework which determines the character of our society — an idea reflected in the clichés used to describe the university, such as "Ivory tower" and "community of scholars." And this perception supports a structure of beliefs which are subscribed to by most academics; in brief, that social and institutional problems can be resolved through rational discussion; that since academics have committed themselves to the service of society, society has an obligation to take care of their material needs and provide them with a standard of living compatible with their role and status in society; and that salary, promotion, and so on should be commensurate with an individual's contribution to the academic community, or, in other words, based on merit.

This system of beliefs — what John Beverly has termed "self-identification as professional petty entrepreneurs" ("Higher Education and Capitalist Crisis," *Socialist Review*, Volume 8, No. 6, Nov./Dec., 1978, p. 82.) — influences the ways in which faculty perceive their relations with administrators and other campus workers. In general, faculty accepts the basic ideas of hierarchy and specialization on which the administrative structure of the university is based — hardly surprising given that these same ideas permeate all aspects of academic life — but is suspicious of the motives of administrators and resents actions which impinge on the autonomy of individuals,

# MEDIAN SALARIES FOR SELECTED GROUPS OF EMPLOYEES, BRANDON UNIVERSITY, 1976-77

EMPLOYEE GROUP	MEDIAN SALARY
Administrative/Supervisory	\$23,500
Academic	19,675
Professors	\$27,915
Associates	23,485
Assistants	18,315
Lecturers	15,315
Maintenance/Custodial	10,500
Technical	9,750
Clerical/Secretarial	8,250

departments and faculties. Consequently, the faculty's view of the administration at any particular time is mainly a product of the personalities of incumbent Presidents and Deans.

Brandon University has experienced most styles of administration in recent years, ranging from decentralized consensus based decision-making to virtually complete authoritarianism, all of which have given rise to dissatisfaction and discontent. Despite such experiences, faculty persists in laying the blame for the problems which generate the discontent on individuals — the President, the Dean, etc. — rather than the nature and purposes of the administrative structure itself; in other words, faculty has so far failed to perceive that whatever the style of a particular administration, the end is the same, namely, to shape the character of the university in a way which often conflicts with the interests of faculty and the academic process.

As with other workers on campus, the support staff, are concerned, faculty perceives them as being subordinate and peripheral to the main functions of the institution. Moreover, there is general acceptance of the idea that other workers are preoccupied with crass material considerations — "bread and butter" issues — and their personal welfare, whereas faculty members are concerned mainly with issues which will allow them to better serve the interests of society, such as academic freedom, tenure and sabbatical leaves. Similarly, academics have traditionally rejected the goals and tactics of trade unions, in particular, the notions of egalitarianism and the tying of benefits to seniority, and the resort to strikes and other disruptive tactics as a means of resolving deadlocks in collective bargaining.

The events of recent years, and especially unionization, have given faculty beliefs, values and perceptions a severe shock. The impetus for unionization at Brandon University stemmed, as it did elsewhere, from the actual and threatened erosion of gains made during the 1960's and early 1970's, resulting from the changed fiscal situation in the universities and the shift to the right in the attitudes and opinions of politicians and some segments of the public with respect to the role of the university — as reflected recently, for example, in the statement on universities contained in the report submitted to the Manitoba government in April, 1978 by the Task Force on Government Reorganization and Efficiency. Such developments made academics aware that the only way in which they could protect and consolidate their rights was through collective action and trade unionization.

Acceptance of these ideas at Brandon came grudgingly, however — a last resort, and was based on the implicit assumption that academics would be able to adapt the institutions of the trade union and collective bargaining to their — unique — situation in a way which would purge them of those, what are perceived as, unsavoury features characteristic of industrial relations in other sectors of the economy. This assumption,

too, has been rapidly undermined by the changing conditions on campus in the past three years. The certification process, the realities of antagonistic bargaining and the severe constraints on resources have forced faculty members to begin rethinking their positions on the role and potential of strike action, and on how they relate to other groups of workers on campus, and to other workers in general.

The latter issue, i.e., faculty relations with other workers, in particular, has been pushed to the forefront by events in recent years. Other workers on campus do not constitute a homogeneous group. On the contrary, job content, conditions of employment, wages, bargaining power, etc. vary significantly from one group to another. Thus, skilled maintenance workers — all male — have secure, year-round employment and, in relation to the rest of the support staff, high wages. Moreover, they are not subject to close supervision in carrying out their assigned tasks. On the other hand, service workers — mainly female — are employed on a seasonal basis at relatively low wages. What is more, in the past few years they have been subjected to reductions in hours and speed ups as management has attempted to off-set the effects of inflation in food prices by cutting the wage bill. Despite these differences, the working situations of support staff workers have a number of characteristics in common which set them apart from faculty members.

To begin with, unlike academics, support staff have very little autonomy in defining either the content or the conduct of their work and few prospects for vertical mobility. Consequently, they tend to focus their attentions on the wage and benefit dimensions of their jobs and to perceive that progress for the individual is contingent on progress by the group. Secondly, the point of reference for both individuals and unions with respect to wages, fringe benefits and other comparisons, is comparable jobs in the local labour market — other public sector institutions such as the hospitals and community college, and private sector firms, not the national labour market as is the case with academics. Finally, because of the realities of their relationship to "the bosses" and their position at the bottom of the job/status hierarchy, support staff neither aspire, nor expect to have a significant role in decision-make processes in the university.

The immediate significance of these differences in jobs and outlooks of support staff workers as opposed to academics, is that support staff have historically accepted the academic's view of their respective places in the university; namely, that academics are at the centre of university activity with a first claim against its resources, support staff at the periphery with a residual claim against the university's resources. So long as budgets were elastic and the university expanding, this view could be sustained. Developments in the 1970's have, however, exposed the contradiction inherent in this concept of the relations between faculty and other workers.

Support staff bore the brunt of the adjustments necessitated by increasing

inflation and budgetary problems in 1971 and 1972. This was particularly true of clerical, cleaning and food service workers, who experienced layoffs, speed ups and deterioration in wages relative to faculty and to workers in comparable jobs in the local labour market. The reason for this turn of events was apparent: faculty bargained collectively — as a result of voluntary recognition by the Board of Governors in 1971 — on wages and working conditions whereas support staff workers had their wages, etc., imposed from above. The implication was also apparent: support staff workers could only protect their situation through competing with faculty and the administration for available resources and this meant unionization. Consequently, by 1974 most of the support staff were unionized.

Initially, support staff unions were able to regain some of the ground lost in preceding years, but with the advent of wage controls in October, 1975, followed by the severe cutbacks in university budgets in Manitoba in 1978 and 1979 their real wages were seriously eroded once again.

Academics fared somewhat better than other workers not only in the first half of the 1970's but also under wage controls. In the last two years, however, academics have experienced reductions in real wages and a deterioration in their relative position in the Canadian league table for academic salaries. Moreover, they were confronted with the prospect of layoffs.

Not surprisingly, with all groups on campus experiencing reductions in real wages and a degradation of their working situations the competition over resources has intensified. The main objectives of all unions in the last two rounds of bargaining has been to keep abreast of inflation and establish more job security. Given the nature of university financing, these objectives cannot be attained simultaneously by all groups.

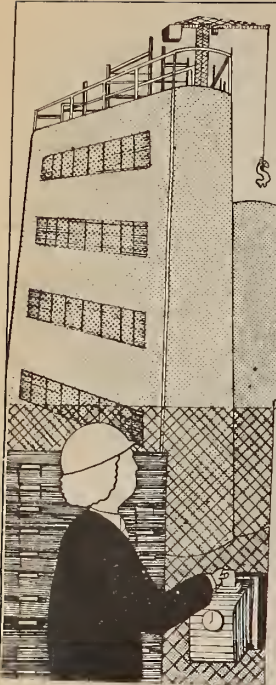
Roughly 80-85% of the annual operating revenues of Brandon University comes from the provincial government. The way the process works is that late in the third quarter, or early in the fourth quarter of the current fiscal year, the government advises the Universities Grants Commission on the total funding available for the next fiscal year. The Grants Commission then decides on the allocation of these funds to the universities and colleges, and the respective Boards of Governors establish tentative budgets. These tentative budgets fix the context in which collective bargaining takes place.

The termination of the collective agreements of all trade unions on campus coincides with the end of the fiscal year — March 31st. Consequently, unless one of the unions has a multi-year contract this means that all unions begin negotiations at roughly the same time. Moreover, all groups are very much aware that 80% of the budget is earmarked for wages, salaries and benefits, and that they can only improve their relative position in the wage hierarchy at the expense of one or more of the other unions. Therefore, when they commence bargaining their objective is to either win a better settlement than their counterparts in other groups, or, at worst, a settlement which maintains the *status quo*.

The faculty association is no exception to this general rule; indeed, if anything, because of the belief that academics should







incomes. And thirdly, the dispersal of students and faculty which occurs in the summer disrupted the regular schedule of meetings.

As a result of a series of events this past spring and summer, however, the Council has again become active. The key events leading to this revival of the Council were: the realization that bargainers for the administration were feeding the support staff unions erroneous information about the progress of faculty negotiations; the fact that the faculty association had unilaterally negotiated changes in the pension and disability plans which affected other campus workers; and the very real possibility of a strike of clerical and technical workers in the Manitoba Government Employees Association local.

The strike did not materialize, but the threat of a strike forced the other unions to clarify the positions they would take in the event of a strike. The Retail Clerks directed its members to refuse to cross picket lines. The Operating Engineers and the faculty association, on the other hand, decided that they would provide the maximum support possible subject to the limits established by the Manitoba Labour Relations Act and their collective agreements. For the faculty association this meant: (1) encouraging members to continue to perform their normal duties, with the qualification that any member refusing to cross picket lines would be protected from unreasonable disciplinary action by the grievance and arbitration procedures in the collective agreement; (2) urging members to refuse to do any of the work normally done by MGEA members; (3) writing a strong letter of support to the MGEA executive and preparing a press release supporting the strike; and (4) providing financial support for striking MGEA members.

Discussions on the problems arising from fragmented — competitive — bargaining have only just started. Therefore, there are few clear signs on what sort of innovations might be adopted to minimize the adverse effects of the current bargaining arrangements. At this juncture, however, it seems that the stress will be on joint bargaining on issues of common concern such as pensions, disability insurance and similar schemes, and commitments to exchange more information prior to and during collective bargaining.

On the question of relations with other workers in general, here, too, there have been some promising initiatives. At the same time as the Council of Unions was being formed on campus, the faculty association executive took steps to establish an informal working arrangement with the Brandon District Labour Council. This relationship proved fruitful to both parties. Thus, when it was revealed that the Task Force on Government Economy and Efficiency in Manitoba was considering the possibility of closing Brandon University, the only organized group to publicly oppose the proposal was the Brandon District Labour Council. On the other hand, members of the BUFA Executive contributed to the solidarity campaign which the Labour Council organized in support of striking Safeway workers in the summer of 1978, both by providing assistance in the preparation of material and by participating in solidarity pickets.

The relationship between the faculty association and the Labour Council took a step towards formalization in the latter part of 1978 when the Labour Council requested the faculty association to nominate an official observer to attend Labour Council meetings, and the faculty association complied. The logical next step in the development of this relationship would be for the faculty association to seek formal affiliation with the Canadian Labour Congress. This is unlikely to happen in the immediate future, however, both because the members of the executive and the general membership who favour such a step would prefer to become affiliated through CAUT affiliation, and because of the belief that most of the membership is still too encumbered by the old attitudes and perceptions about trade unions and

organized labour to even consider the possibility of affiliation as an independent local.

### Some Implications

The long and short of the analysis in this paper is that recent developments in the university, in particular, severe budgetary constraints imposed by government, have fundamentally altered the situation of academics. At Brandon University, this transformation has taken the form of efforts to exclude faculty members from participation in decision-making processes and to centralize power in the Office of the President and the Board of Governors. Along with this change in the locus of decision-making, the administration is adopting a perception of academics as mere workers, who get paid a salary for producing certain services — teaching and scholarly papers. That this is indeed the perception which the administration has, is reflected in the proliferation of short-term contracts for leave replacements, term contracts, and so on — or, in other words, the conversion of a part of the academic labour force into a pool of casual labour. In short, the authoritarian character of the university, which has always been latent in its organizational structure, is now revealed.

Faculty members here, as elsewhere, have responded to this changed situation by unionizing and establishing the right to bargain collectively in an effort to secure their rights — especially rights of due process and academic freedom. Unionization and collective bargaining cut both ways, however. On the one hand, these institutions do provide academics with the means to consolidate benefits and rights which have been won in the past; but on the other hand, they justify and confirm the administration's view of academics as simply another group of workers, confine the matters on which academics can demand to be consulted to those covered in the collective agreement and convert what were previously moral claims to legal claims. (This last point is particularly important. On the question of retrenchment, for example, in the absence of a collective agreement the administration would be forced to take into account the moral claim which tenured academics have to their jobs. Indeed, attempts to get rid of tenured academics in such a situation might very well be met with a militant reaction. Where there is a collective agreement, on the other hand, the administration must do its utmost to follow the rules which are set down for effecting a reduction in tenured faculty.)

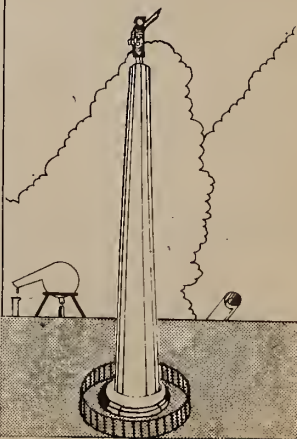
Not only that, but rights established in a collective agreement may have to be defended in every round of negotiations; indeed, unless there is a dramatic change in the situation of universities in the immediate future, it seems almost certain that university administrations will be seeking to increase their scope for unilateral action. Moreover, the writing on the wall suggests that administrations are becoming progressively more professionalized and business-oriented in character. Thus, at Brandon, the role of the Comptroller has been expanded, so that he now not only attends the meetings of the Board of Governors, but also attends the meetings of the Deans' Council and participates in all aspects of collective bargaining, including those aspects which were treated as purely academic matters.

As faculty associations come under increasing pressure from university administrations at the bargaining table, there is a definite danger that their time perspectives will be reduced to little more than the life of the agreement which is currently under negotiation. Should this happen, then it is almost inevitable that faculty associations will become involved in the game of trading away the rights of future faculty members in order to protect the rights of current ones. The implication, of course, is that the rights of faculty could be progressively whittled away — almost by default. An example of such a trade-off is provided by the Brandon experience in the initial round of collective bargaining. The spectre of a serious financial exigency has been hanging over this institution ever since

the current government took office. Therefore, one of the main concerns of faculty when bargaining on the first collective agreement commenced was to obtain a financial exigency clause which would provide members with some protection and severance benefits. The University would only agree to such an article if the faculty conceded the Administration's demand for a lifting of restrictions on term appointments, i.e., appointments with a stipulated termination date and carrying no expectation of continued employment. After much soul-searching, faculty finally agreed to this trade-off.

The lesson in all of this, and the lesson we are slowly learning at Brandon University, is that the rights which academics have struggled to establish in recent decades remain precarious, despite unionization and collective bargaining. Consequently, we must reassess our attitudes on our priorities in collective bargaining, on the role of the strike, on the way we relate to other unions on campus and on the way in which we relate to other elements in the community. While such a reassessment is only just beginning on this campus, it is already becoming apparent: first, that we must take the offensive in collective bargaining and seek to extend faculty rights rather than simply defend existing ones, for example, faculty selection of senior academic administrators and co-determination by workers and students of budgetary priorities and allocations; secondly, we must recognize that the strike is not only a weapon to be used to force the administration to retreat on positions which would result in a degradation of the situation of academics, but also a weapon which should be used to force the administration to concede demands which would enhance the situation of academics; thirdly, we must accept that in addition to students, the only groups on campus which seem to have common interests with faculty are the workers in other trade unions; and fourthly, we must recognize also that the only elements in the community which share our views about the role and potential of the university in this community and in a broader context are other trade unionists and workers.

Another insight which has been derived from recent experience on this campus, albeit the implications are not yet fully understood, is that there must be a better way to organize and administer decision-making in the University than the one we have now. More specifically, it has become apparent that we must develop new models of the university which eliminate the existing hierarchical structure and allow for inputs from all elements which have a direct interest in the activities of the university, namely, students, faculty, other campus workers and the community at large.





Ortega Y Gasset, in his *Mission of the University* (1944), cited the qualities of serious university reform: the main thrust should not be merely to correct abuses; the reform of colleges and universities—of education—should reach beyond the confines of educational institutions and respond to the problems and needs of a culture and nation.

The reforms of the 1930s satisfied Ortega's specifications. Both John Dewey and Robert M. Hutchins, who inspired and led the reforms of those years, forged their ideas out of a vision of what democracy could be. Faced with the Depression, fascism, and Communism, they sought to mold active citizens who would lead American democracy from corruption and ineffectiveness, give it a moral and ethical foundation, and deliver on the promises of the Constitution and the Declaration of Independence. Hutchins especially wanted to do more than correct abuses in the universities when he took on specialists who lacked values and social elites with degrees but without the common education crucial for intelligent participation in the political process. Hutchins believed he had a set of keys

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## A proper education

The trade-off between method and motive

by Leon Botstein

to the castle of a new America of reason and justice: a vision of essential liberal learning.

Consider the contrast the current debate offers. Almost all the new curriculum initiatives, whether at Amherst, Harvard, Stanford, Illinois Central, or Gustavus Adolphus College, are directed only at so-called educational abuses and bypass fundamental issues. Accusatory in tone, they are falsely nostalgic and demand little substantial change. They blame education for having lost its way and students for being what they are: illiterate, ignorant, and ill-prepared, with little sense of history or cultural tradition. We're told that no one seems interested in learning for learning's sake, for culture, for knowledge. The university has become merely the instru-

ment by which our youth, including future academics, get tickets to their careers. Where has the human side gone, the whole person?

What accounts for today's sudden demand that the liberal arts be used to provide knowledge for knowledge's sake? I believe that the liberal arts are now being used as a slogan to shield more serious social and cultural issues from being addressed by the university. Who can argue with a call for literacy and learning, for the resurgence of culture and the nurturing of the civilized individual? Unfortunately, liberal education is in its current definition—learning for its own sake, or "abstractions," to quote John C. Sawhill in the pages of this magazine—has come to be defined as a powerless adjunct to the real acts of living: eating, working, sleeping, sharing one's life with others. The opposite ought to be the case. A sanitized version of history, the humanities, art, and science has emerged, based on the notion that the liberal arts are essentially disinterested, free of ideology, merely a technique of thinking rather than the substance of thought or the carrier of values. This notion was developed in imitation of science, of the idea that science and real knowledge must be objective and true, as true as 2-plus-2-equals-4. Consequently, the liberal arts become "neutral," like culture, a discrete experience that one merely adds on to one's daily life. The humanities, especially, as well as the fine arts, have been relegated to the enrichment department of life, not to its essentials.

### Pride of academics

The legacy of this fact/value distinction has been to extend illegitimately, rather than truncate, the pride or the arrogance of academics about their work, even in the humanities and the arts. It underlies the claim that the liberal arts are indeed quite apolitical, necessary for all, irrespective of one's origin, race, or class. The liberal arts that emerge become academic in the worst sense. They hide, furthermore, implicit values and avoid conflicts about how this world ought to be.

Clearly, many institutions now on the bandwagon to reaffirm the liberal arts do talk boldly about values, about making better people out of their students. But today's educators have absorbed too much respect for the illusion of scientific expertise to come out and state a credo of beliefs. In the new curricula and in the calls for liberal learning there is no vision of the good society, the good life, the ideal citizen. The idea of the liberal arts as mere technique, as teaching how to reason, appreciate, write, read, holds sway.

The difficulty with the alternative, an explicit statement of values, is not only that it smacks of Oral Roberts University but that it overcommits the teaching faculty, who are not moral legislators or arbiters of values. The faculty are far too professional to assume the burden of cultivating gentlemen and decent women, as their nineteenth-century predecessors in prestigious American colleges did. Furthermore, they might not be liberally educated themselves, either in skills or in values. The danger, however, in the current trend at Harvard—that liberal education is method, the how-to dimension of learning—is that it skirts the social and cultural issues that might inspire students to become liberally educated in the best sense.

Jeb Stuart Magruder's claim that he took his inspiration from a William College ethics course is a classic example of the false separation of the ability to think about ethics from ethical values themselves. The notion of liberal arts as helping people accomplish a "creative synthesis," to make a "fine adjustment," through exposure to culture and to the past casts an illusion. Becoming a cultured individual and possessing a creative synthesis may not be ends in themselves. Consider the many "cultured" Nazis. Hence, we must ask: Can the university actually help individuals develop a set of basic cultural and ethical—and therefore political and social—values? If so, which ones shall be stressed?

### Demise of liberal arts

The liberal arts curricula now being revived are like advertising images, safe, serious, and inoffensive. By reducing the liberal arts to the neutral provision of method of thinking and appreciating, educators have failed to come up with a vision of educational reform comparable to that of forty years ago. In Ortega's sense, we have not transcended the mere correction of abuses. It is ironic that the 1960s, precisely the era most characterized by a strong commitment to a vision of the future, is held responsible for the demise of the liberal arts. It is, in fact, the 1970s that have failed to come up with a new vision, offering only weak and regressive measures in the name of liberal learning, reinstituting old approaches, invoking a past golden age and calling it the new liberal arts.

The deeper one probes into the curricular changes being recommended at various institutions, the more what appears an expression of idealism reveals itself as clever self-interest—tactical means to assist universities facing difficult economic times ahead. Part of the explanation lies in the nature of leadership. The university presidents of today, unlike James B. Conant and Hutchins,\* are preeminent as managers. Even though they may have academic backgrounds, they see their mission as conservation—managing and preserving the past greatness of the universities in trying times rather than extending it. Just drop into the University Club or the Harvard Club in New York and try to tell the corporate magnate from the university or college president, not by clover-leaf manner, but by what they believe and say.

Beneath a morass of institutional self-interest and politics lies a serious cultural crisis of this and the next decade, which colleges and universities must, and can, address. The crisis is demonstrated by the growing illiteracy and ignorance in English, in the humanities, in science, in general knowledge and the ability to think and to express oneself. It reflects a profound alienation among young people, which lurks beneath their apparent conservatism and docility. The curriculum-reform movement must reach beyond short-range benefits for institutions and counteract the alienation, and transform the university and the educational structure decisively. Only then can higher education contribute to a better, more humane era at the close of this century.

### Lack of motivation

What is the character of the student alienation that the new efforts cannot now reach? Consider the weak ability of entering students to read and write. It persists in the face of real intellectual gifts. Many even have superior high school grades and test scores. Yet paper after paper is garbled. Documents from the French Revolution, from Luther, St. Augustine, or Goethe seem beyond their grasp. Students come to class extremely well-prepared, with worked-out texts full of notes and underlinings and other evidences of hard work. What is wrong? We are seeing for one thing the lasting effect of twenty years of insistent media distractions. These students have lost the ability to concentrate and to cultivate

## CAUT AUCC FACULTY EXCHANGE PROGRAM

The AUCC and CAUT will continue the joint program of inter-university faculty exchanges during the 1980-81 and 1981-82 academic years. The program is designed to enhance the intellectual vitality of Canadian universities in a period of stable faculty numbers and to facilitate opportunities for faculty members to work in a different academic environment.

**Conditions:** Full salary and economic benefits will be paid by each participant's home university. In all ways, participants will be treated by the home university as if he or she were on full-time service. The exchange period will normally be for one academic year (September to April) plus a summer research period immediately before or after the academic teaching period.

**Travel costs:** Participating faculty members will receive basic travel expenses (against receipts) for themselves and their families from the host university. Arrangements for accommodation will be the responsibility of the participating faculty members.

**Eligibility:** For the present, the exchange program is open only to tenured faculty members.

**Application:** Tenured faculty members should make contact with and arrange the exchange with a colleague at another Canadian university. When a proposal has been formulated, the pair of faculty members are invited, with the approval and support of their respective department chairmen and deans where appropriate, to submit duplicate applications simultaneously to the Presidents of the universities concerned with copies to the Executive Secretary of CAUT and the Executive Director of AUCC. Applications should be made before March 31 of the calendar year in which the exchange will commence; applications should include details of the program proposed and information about the suggested exchange of responsibilities. Proposals should envisage a rough equivalence of responsibilities although it is not necessary that the participating faculty members be of equal rank.

Tenured faculty members who may be interested in participating in the program but who have not located a colleague with whom to exchange should write to the Executive Secretary of CAUT or to the Executive Director of AUCC who will assist in the pairing of individuals.

Association of Universities  
and Colleges of Canada  
151 Slater Street  
Ottawa, Ontario  
K1P 5N1

Canadian Association of  
University Teachers  
75 Albert Street  
Ottawa, Ontario  
K1P 5E7



their memories. Sitting in one place for a long time absorbing a logical written argument is not a habit, at home or in school. Despite good verbal facility, students are chronically unable to retain what they read, to absorb arguments or facts in their heads long enough to make them their own.

The reason behind all this is a profound and devastating absence of inner motivation. Fundamentally, students arrive in college with the attitude of civil servants or factory workers. They are alienated from the task of learning, which they think is an oppressive necessity, like wage labor. That learning is liberating (liberal arts?), a route to freedom, is wholly foreign. Students have lost the instinct that reading Dickens or Hegel will do something for their spirit and for the way they approach life, work, love, and leisure. Cultural artifacts have become distant objects with which professional practitioners — faculty — make their livings. Nothing seems to lead to the sense that learning is significant and essential. The problem is not that students, like their predecessors of ten years ago, crave relevance; the problem is that they are no longer able to recognize relevance. The pain of resistance to society has been dulled into an immunity to caring. To be a good student is now almost exclusively to be an incipient professional or an apprentice to a faculty member. Motivation is tied exclusively to the usefulness of an area of study for future career or social display. In Hannah Arendt's terms, being a college student has become labor, and the result is alien to the individual and the process all important — with the sole exception of the degree. It is less like creative work or the activity of the artisan, where the skill emerges from a desire to fashion an end product of continuing value. That critical thinking is a means of spiritual rescue to freedom and self-confidence is foreign; and it is a point of view as suspect as the testimony of men who witness miracles. All this students have learned from us. They are not themselves to blame.

#### A serious challenge

What should colleges and universities do? There are three decisive contributions that they should make to meet the cultural crisis. They could make a decisive difference. Like most reforms, they will incur a serious challenge to our institutions and educational structure.

First, the new liberal arts should have a point of view. A liberal-arts core curriculum should stress common substance, not methods, with a cogent approach to the central personal and political questions facing students. Second, such a liberal education could replace the last two or three years of high school, since secondary schooling is the weakest link in the educational structure. It is the least likely to change, especially with Proposition 13. It is not sufficiently challenging for adolescents who are maturing at an earlier age. Many are ready at fourteen and fifteen to escape the thin, regimented experience that is the typical American senior high school. Third, the universities should alter the distribution of power within the university away from specialized departments, rewrite Ph.D. requirements, and break the hold the graduate faculties have on the undergraduate curriculum and on the distribution of resources for the college years. Colleges not part of universities should disband a narrow departmental structure and stop emulating universities in their thinking, governance, and curricula. They should forget about what Harvard is up to.

First, the curriculum. It should respond to the major gaps facing today's students, ~~the~~ <sup>the</sup> alienation toward learning. The major popular focus of a new curriculum might be a direct attack on the literacy problem, but poor reading and writing skills can be cured only when the desire to read and write in a sophisticated and critical manner is developed. A few specific strategies might help: 1) the nurturing of a sense of the past; 2) the recognition that an extraor-

dinary scientific illiteracy among even the ostensibly educated will have increasingly devastating political consequences; and 3.) the developing, among individuals, of an active engagement in the arts.

History is needed because today's student has little intellectual sense of how the past has fashioned the present and how the present will shape the future. The sense of time, of memory, of common purpose with individuals whom one can never know would help expand the horizon of the current generation of students. The materials for the history portion of a core should be largely original texts. Local history, social history, non-Western history, and comparative issues like urban development should all play a role. Facts of the past — who did what when and where — are less significant than the development of a coherent historical sensibility.

For today's students, science and technology cannot be dispensable. Yet with the exception of the science-bound students, young people go through college with little inclination or ability to develop a layman's grasp of science, technology, and their implications. That our society is increasingly dependent in its ethical and political discourse on what science and technology are capable of is clear. That the need to understand that the limits as well as the power of scientific and technological expertise are essential to intelligent citizen participation in democratic politics is likewise self-evident. Yet a serious effort at a core general education in science for the nonscientist is the weakest link in all the current reforms. The reason rests with the difficulty in developing a curriculum that is at once science and at the same time comprehensible. Including questions of social and ethical implications increases the time required of students to make any headway at all in rectifying their scientific illiteracy. The faculty in the sciences are usually wedded to specialization and vocationalism, most interested in students as future scientists, and contemptuous of "popularizing" their fields. But pressure must be brought to bear to give science and technology a larger role in a core curriculum if we are to

maintain the link between education and democratic politics.

Last, the arts. Even in 1951 Lewis Mumford noted that people were increasingly apt to listen to the radio or records rather than sing "a song freely in the open air without involving any mechanical aid." Increasingly our expressive capacities are left underdeveloped as we rely on ourselves as consumers — of records, reproductions, television, and movies. Despite all the complaints of a Me First mood among the young, the narcissism is a passive, consuming narcissism. Universities and colleges have never given equal place to the practicing arts, as opposed to art history and musicology. Students have always responded to the encouragement to fashion something of themselves through the arts. The energy and willingness to discipline oneself, to develop the habit of self-expression, need not be dependent on visible talent. It will not be, as in the sciences, exclusively the province of professionals. If an active arts program were part of a core curriculum, the habit of hard work, careful analysis, and execution — of emotional attachment to the creation of something external to oneself — would transfer to more traditional elements of a college curriculum. It would help transform future members of the audience for the arts from passive into active participants.

These three elements give some idea of what a core might look like. Beyond these, lies the larger problem of the relation of a college education to secondary education and to graduate education. Secondary schooling is the most bureaucratic, least effective in teaching, most troubled in terms of discipline, and lowest in teacher morale. Time in the junior and senior years is either wasted or too focused on college entrance. Colleges have always complained about high schools. In 1888, Charles Eliot, who graduated from Harvard at age nineteen, noted that the high school-college division in the accepted educational structure was probably arbitrary and delayed serious education for too long a time. Robert M. Hutchins, in the early 1940s, tried to do something about it by accelerating gifted

students out of the sophomore year of high school right into the freshman year of college. A fresh look at this course of action is in order.

Since colleges suffer directly from inadequately prepared students, they should take a hand in rectifying the problem. The chances of positively affecting students' alienation are increased the earlier one provides a stimulating education. Acceleration might be appropriate for the college-bound students in general rather than for only the very gifted. Colleges and universities should offer friendly, perhaps even taunting, competition to the secondary schools by developing accelerated courses, placing college courses in the high schools, as a few pioneering schools now do, and even advancing college into the ages of traditional high-school attendance, so that the general liberal-arts education of a young person would be complete at the age of nineteen or twenty rather than twenty-one or twenty-two. This would give students more time to explore vocational possibilities outside of schools without the anxieties associated with "losing time."

Looking beyond college, both colleges and undergraduate faculties at universities should challenge the graduate and professional schools, which have, over the past thirty-five years, wreaked havoc with the liberal arts. They have trained specialized teachers without general educations in the liberal arts. They have become the models of college faculty organization. Departments control hiring and firing, and their course sequences address not the special needs of undergraduates but the self-image of faculty which runs this way: a high-school teacher envies the college teacher's prestige and status; college teachers envy those who teach graduate students and who demonstrate high professional achievement; graduate faculties envy those at the Institute for Advanced Study, where no teaching is required at all. Where has the vocation of teaching gone? What has become of pride in the art of teaching? Colleges should reconsider the criteria by which they hire and fire faculty, and they should structure their faculty along the intellectual

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issues that inform the curriculum, rather than the professional patterns borrowed from graduate school.

The graduate schools themselves live a partial untruth, even on their own terms. How many Ph.D.'s are inspired by their graduate training to continue active scholarship? Recent surveys have shown that only a fraction of those completing the Ph.D. walk away with enough fervor or love and ambition to continue scholarship in their field. If training for high scholarship is not the raison d'être of the Ph.D., teaching certainly cannot be a substitute, for few if any Ph.D. programs train graduate students to teach. The Ph.D. requirements should be changed to involve serious specialization in a field remote from the individual's graduate field. It should make the reading of a finished thesis by an intelligent academic from a different discipline a serious matter, so that each Ph.D. is required to explain in common language the nature and significance of his or her specialized work. Finally, the type of scholarship encouraged by the university, especially among those dealing primarily with undergraduates, should stress the broad significance of scholarly problems, the breadth and ambition of the issues rather than the narrow originality of perception as measured by professional standards.

High-level research and scholarship should be relegated to a proper and significant place but not be allowed to dominate the nature of undergraduate learning. Last, the requirements for degrees in law and medicine, given the absence of a serious liberal arts program in the undergraduate years, should involve some work in the philosophical, historical, and cultural implications of those professions, even if it delays degree attainment. The dominant

professionals of our future — physicians and mental-health workers, lawyers and civil servants — should have the opportunity to gain a perspective on the everyday activity of their professions beyond the obvious technical one.

There happens to be a real cultural crisis out there, one that threatens to cheat young people out of a chance to learn and develop as private individuals and citizens. For the university to do nothing about it would be better than having it defraud students and the public by saying that it has now come to grips with the problem. Acknowledged ignorance might be preferable to the illusion of education. Really significant initiatives will not be easy or cosmetic, will not leave intact the education of faculty, the distribution of power in the university, the work loads of teachers, the transition between high school and college, and allocation of financial resources within the university. Reforms will of necessity shake the centralized, self-satisfied bureaucratic monster that is the modern university. Changing the rhetoric, berating the students, lamenting the present condition, slapping requirements on students, shuffling courses around, instituting a few new experiments, calling committees, and writing benign compromises that sound like recent State of the Union messages won't touch our cultural predicament. If education can play any role in retarding the seemingly voluntary suicide of our body politic and its culture, it should start now and forget the short-term gains, the petty institutional politics, the seemingly over-powering constraints, and above all the momentum of respectable conventional wisdom.

*Leon Boistein is president of Bard College and of Simon's Rock Early College.*

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# BOOKS.LIVRES

## History of education from Renaissance to present

by John Fekete

*Schooling and Society: Studies in the History of Education*, ed. Lawrence Stone (Baltimore and London: The John Hopkins University Press, 1976), 263 pp.

In a period when education once again enters into crisis (with respect to its internal coherence, its public legitimacy, its visible benefits, and its funding), any text in the history of education is bound to be received with warm interest for the light it may throw on the current situation and its dynamic elements. *Schooling and Society* groups together essays produced by fellows and visitors to the Shelby Cullom Davis Center for Historical Studies over a period going back to the early 1970s, and forms the second volume (following on *The University in Society*, ed. Lawrence Stone, Princeton University Press, 1974) of essays on the history of education to be sponsored by the Center. The book touches base in five countries from the Renaissance to the present so that its argumentation engages a wide range in Western education. At the same time, it is produced for academic specialists, and its impact on broader contemporary debates may be further slowed and reduced on account of its un-integrated collage of empirically and statistically based materials and the consequently modest range of permitted conclusions. Nonetheless, the text is unified in being broadly oriented to exploring varieties of relationships between educational provision and social demand. Although the authors appear to be untouched by Marxian paradigms, and even Weber is mentioned only once, the theoretical depth lost through methodological weakness is to some extent compensated by the breadth of evidence presented non-didactically to chart the inter-actions between educational institutions and the intellectual, religious, social, or economic demands of the particular clienteles which they serve. The fallout from such work might well be to encourage thinking about the future of education and the future of society to proceed jointly; and, to their credit, several papers in this collection implicitly make the plea that such thinking should not proceed in the narrowest utilitarian channels.

The contributions to the volume are organized into five distinct groups of two or three essays each. Part I is the book's only concession to anything approaching general theory. C. Arnold Anderson and Mary Jean Bowman ("Education and Economic Modernization in Historical Perspective"), in an article that is less adventurous in its substantive conclusions than it is programmatic with regards to the kinds of research needed to establish its propositions, present an expanded context of argument in favour of the 'human capital' thesis, i.e. that investment in education, especially in the development and transmission of technological and organizational skills, is

needed for modern economic growth. (I shall return to this argument below.) In juxtaposition, Peter Lundgreen's case study of nineteenth century Germany relies on computerized statistical models, assumptions drawn from marginal productivity theory (e.g. that wages are directly related to productivity), and data consisting of enrolment figures, educational investments, and statistics of capital and labour output, to conclude that "very little of the impressive rate of growth appears directly attributable to the growth of education."

Part II is concerned with the dramatic expansion of education in Protestant Europe in the sixteenth century. The papers examine the assumptions underlying the Lutheran crusade for mass education designed to create a virtuous and holy society (Gerald Strauss, "The State of Pedagogical Theory c. 1530") and look at the outcome of educational expansion by identifying the social distribution of books in urban communities in southeast England (Peter Clark, "The Ownership of Books in England, 1560-1640"). Part III traces the fortunes of two universities on the rise at a time in the eighteenth century when general decay had affected most institutions of higher education in the West. Princeton rode the waves of renewed Presbyterian enthusiasm (Howard Miller, "Evangelical Religion and Colonial Princeton") while Gottingen enjoyed both state support and guaranteed consumer demand in return for catering to the need of the German nobility for a type of education (modern, rationalist curriculum, broad survey of useful knowledge, distinguished teachers) that would equip them for state service (Charles McClelland, "The Aristocracy and University Reform in Eighteenth Century Germany").

Part IV investigates the drive toward mass education in the late eighteenth and early nineteenth centuries, looking at the phenomenon from the point of view of supply (Carl F. Kaestle, "Elite Attitudes toward Mass Schooling in Early Industrial England and America"), from the point of view of demand (Thomas W. Laqueur, "Working-Class Demand and the Growth of English Elementary Education, 1750-1850"), and the point of view of practical consequences for social mobility and status (Patrick J. Harrigan, "The Social Origins, Ambitions, and Occupations of Secondary Students in France during the Second Empire"). Part V probes the social character of educational reform in the twentieth century United States by focussing on the shift in secondary education from a strictly college preparatory curriculum toward vocational education in order to serve the labour needs of an expanding urban technological society (Selwyn K. Troen, "The Discovery of the Adolescent by American Educational Reformers, 1900-1920"), and by looking at the minimal practical effects of the "progressive", i.e. child-centered rather than subject-centred,

educational reforms (Arthur Zilversmit, "The Failure of Progressive Education, 1920-1940").

Of particular relevance to the current crisis of education may be the arguments advanced by Strauss, Kaestle, and Troen in their respective papers, in as much as their analyses of the changes in the quantity and quality of educational provision point to the service that education has been expected to provide for social controllers and social engineers by acculturating large numbers of individuals to the predicted requirements of their anticipated social destination, whether that was to be a society of pious citizenry (Strauss) or a society of technological production (Troen). Especially interesting is Kaestle's exploration of the debates around mass schooling during the early stages of industrialization. His argument suggests that the provision of mass education was no more an act of humanitarian justice designed to encourage maximum self-development during that period than it was earlier in Strauss's time frame or later in Troen's, or indeed in the 1960s, but that it was rather a device for social control. Kaestle shows that the debates were concerned overwhelmingly with social control. The Tory position expressed fear of the subversion of the state would itself follow upon the education of the poor; the reformers stressed the value of education in reducing or forestalling conflicts and rebellions through normative socialization. Both groups presup-

posed that education would produce expectations of social mobility, and the United States proved much more easily open to the promotion of mass education than England because as a society it was far more tolerant of social mobility.

It is worth returning in this context to the Anderson/Bowman approach to the 'human capital' controversy. They note that there is a recent 'backlash' literature which challenges the societal returns from education, but contend that "numerous new studies are identifying the importance of human capital for the manifold aspects of modern production." Of course, the 'human capital' theory, which was used to justify the massive investments in the expansion of higher education through the 1960s, also was used to justify a narrowly instrumental displacement of liberal education. While, on the broadest level, it recognized the social contribution of education, more narrowly it presumed that education had a utilitarian responsibility beyond the individual participants to the society at large, and specifically to the economy and to employers. If the future requirements of an evolving high technology economy could be predicted, then education could be designed to provide large numbers of personnel with appropriate occupational training and pre-adaptive socialization. Higher education, as Clark Kerr at one time made clear, was to become

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Charles E. Reasons and Robert M. Rich (eds.), *The Sociology of Law: A Conflict Perspective*. Toronto: Butterworths, 1978.

Professors Charles Reasons and Robert Rich have performed a considerable service in compiling a number of interesting articles from diverse sources in *The Sociology of Law: A Conflict Perspective*. However, it is not clear from their choices or their own contributions to the volume whom they take their audience to be: as a tool for teaching the book proves to be somewhat vague as to rationale (i.e., what is a conflict perspective on the sociology of law?), and as a compendium for scholarly analysis it is decidedly uneven in quality and badly lacking in critical integration.

The organization of the book shows real promise. Beginning with the definitional issue of "The Meaning of Law" in the first part, the authors proceed in the second part to compare and contrast jurisprudential (law-in-theory) and sociological (law-in-use) approaches. In Part Three it is proposed that law may be analysed in terms of competing paradigms of consensus and conflict within each of the disciplines of sociology and law. In the fourth and fifth sections the authors attempt to demonstrate how a conflict analysis might be carried out with reference to the relationships between law and social structure, between law and social control, and between law and social change, although the distinctions between structure, control and change (and hence the sections) prove somewhat arbitrary. In the final section, the articles assembled address the question of how the sociological

## Promise remains unfulfilled

by Mary E. Morton

analysis of law itself constitutes social action or "praxis".

Sad to say, the promise of the table of contents remains unfulfilled, either through the articles included or in the linking passages provided by the authors, for instead of developing the conflict perspective in its own right and proceeding by showing how the selected material contributes to that method of understanding the role of law in society, Reasons and Rich have fallen back on simply listing summaries of the articles to follow within each section.

In part the weakness of the book stems from the fact that the "conflict perspective" is only suggested in counterpoint or in contradistinction to a strawman, a fabrication loosely drawn from diverse other perspectives variously labelled "consensus," "normative" and "order." As helpful as an ideal-typical methodology may sometimes be as a heuristic device—a tool for clarification of theoretical issues—too often that which might have been effective as an analytical distinction comes to be understood as a representation of concrete reality, a kind of conceptual stereotype,

with the consequence that explanation of the specifics is neglected.

The problem of understanding the relationship of law-in-theory to law-in-use is simultaneously the problem of explaining how both consensus and conflict constitute the changing fabric of social order; this is both a matter of ideological dispute and an empirical question which any theory must address in terms both cross-cultural and historical.

Because Reasons and Rich have shied away from this principle of sociological analysis, the central debates implied by their selection of articles are never explicitly enjoined. Editorial timidity almost succeeds in obscuring the significance of the paradigmatic distinction posed between conflict and alternative perspectives. The unfortunate fact is that precious few of the articles included represent work explicitly written from the conflict perspective which is advocated, and it is even more mystifying that analysis of socio-historical conditions that give rise to oppositional forces bringing about their negation is absent from the articles contributed by the authors

themselves. Even a single theoretical article which established the parameters of and disputes within the conflict frame, particularly regarding the role of the State, might have mitigated the impression of the book as a gloss of unglossable contradictions.

Although it may seem somewhat impertinent to chastise the authors for what they failed to include by way of substantive foci, there are some omissions which warrant brief mention. Corporate law, for instance, receives short shrift despite the fact that Reasons has previously published on that subject. Also, except for Reasons' indirect treatment of the issue in terms of natives under colonialism, State involvement in "welfare" legislation is not considered. Further, law relating to the family (particularly women and children), which gives the lie to the traditional jurisprudential distinction between criminal and civil law, has been ignored altogether. And, a propos of the concerns of the readership of this review, it would have been of interest to see included a piece on law governing the production and distribution of "knowledge" under varying socio-historical conditions.

Finally, the book desperately requires a conclusion. Perhaps some of the shortcomings in clarity and integration mentioned above could have been overcome had the authors tied up the package in the end with a thought-provoking, even if frankly speculative, statement on where the sociology of law is heading and why. Such a finish might have turned this work from a handy collection into a major contribution to the field.

### History of education

the symbiotic alter-ego of industry, a knowledge-industry itself. Then, in the 1970s, the 'human capital' thesis began to run around. The economy had not evolved as rapidly as anticipated, and the relative over-supply of graduates was evidently accompanied by explosive frustration of expectations that had been educationally socialized for a destination that was not within reach.

In this context, the Anderson/Bowman paper may signal a second round of positive interest in an expanded 'human capital' thesis at a time when educational, social and government planners seek to legitimate substantial cut-backs in higher education under the cover of the alleged failure of 'human capital' to be economically productive in the available quantities. The first round of both enthusiasm and subsequent disappointment identified 'human capital' with narrowly instrumental technical expertise as a means to immediate economic growth. Anderson and Bowman are critical of economists and economic historians for their impoverished decision matrices. Although they continue to stress technical activities in connection with the "innovative entrepreneurship" that they seek from educational acculturation, they recognize that a complex economy "rests on widely diffused tools for communication, storage, and retrieval of knowledge," and that the changes that education can effect in the way individuals perceive the available practical alternatives may produce a variety of mediated contributions to a society and an economy undergoing transformation. Kaestle's finding that a society more open to mobility can be more open to education is confirmed in the programmatic implications of the Anderson/Bowman paper which climaxes in the recognition that "development of human resources is more likely to go on vigorously, and those resources will be used more productively, when the social structure of a society is open."

These propositions, at least indirectly, seem to highlight our current dilemmas. The so-called over-expansion of education and the alleged failure of the narrowly conceived 'human capital' thesis in strict

economic cost-benefit terms would seem to point really to a failure of a consipated social structure dominated by extra-educational blockages to economic and individual growth. At a time when the pervasive production and processing of information have made culture and economy ineluctably interdependent, perhaps the narrowly economic concept of 'human capital' needs to be integrated under richer notions of the formation of human capabilities, resources, and powers, to be regarded as both means and ends. Is it not likely that the instrumental view of schooling for work and the liberal perspective on education for life can be reconciled and jointly redefined to human advantage only if the material capacities of society are developed within an open social framework and within a socially validated culture that openly acknowledges that the greatest wealth and development of society in all its aspects resides in and depends on the rich growth of its associated individual members?

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## Apologia for big business blatantly transparent

by Errol Black

Report of the Royal Commission on Corporate Concentration, Ottawa, Supply and Services, Canada, March 1978.

In late March, 1975, Power Corporation of Canada, Limited announced that it was seeking to acquire controlling interest in Argus Corporation Limited. The spectre of a merger between these two—giant—firms provoked an immediate and generally hostile reaction from much of the media and segments of the general public.

The then Liberal government responded to this controversy by creating a three-man Royal Commission:

- ...to inquire into, report upon, and make recommendations concerning:
- (a) the nature and role of major concentrations of corporate power in Canada;
- (b) the economic and social implications for the public interest of such concentrations; and
- (c) whether safeguards exist or may be required to protect the public interest in the presence of such concentrations. (Report, p. 415)

Robert Bryce, former Deputy Minister in the Department of Finance was named Chairman of the Commission, and R.W.V. Dickerson, Vancouver corporate and tax lawyer, and Pierre Nadeau, President of Petrofina Canada Limited, appointed as Commissioners.

Some three years, and roughly three million dollars, later, the Commission—sans Bryce, who resigned because of ill health in 1977—submitted its report to the government.

At the time the Commission was created, the appointments of the Commissioners, especially those of Dickerson and Nadeau, were greeted with cynicism and predictions that the Commission's inquiry would be no more than a public relations exercise designed to convince the Canadian public that there is no reason to be concerned about big—concentrated—business in Canada. Unfortunately, as it turns out, the critics were correct—although it is doubtful that even the most vociferous of them anticipated that the Commission's apologia for big business would be so blatantly transparent.

The Commissioners' intentions become apparent in the Preface and Chapter I where they set down their assumptions and outline their conception of Canadian society and the role of big business within it. At the outset, they assert that their point of departure is a shared conviction

... that our political system, with its major role for governments as well as private business, and respect and safeguards for the freedom of individuals, (is) sound in its basic elements and structure and more appropriate for Canada than any other... that our society and our economy should function both efficiently and equitably, without a basic rearrangement of roles and relationships. (Report, p. xx)

Consequently, we have ... looked for improvements and made recommendations concerning the working of our institutions within the existing structure of society. (Report, p. xx)



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## Apologia for business

And what is the nature of the existing structure of society? According to the Commissioners, our society is pluralistic — "one of offsetting power," comprised of many subgroups of business, government and labour "...with varying interests and power bases." (*Report*, p. 8) Thus, while it may be the case that some corporations are very large and may have some market power, they are counterbalanced and constrained by big unions and big government. (Indeed, the Commission notes, "surveys consistently reveal greater (public) concern with big unions and big government than with big business.") (*Report*, p. 6) Moreover, the Commission implies that the growth of big business may have been induced by a growth in government and/or trade unions — bigness begets bigness.

This analysis yields the conclusion that corporate concentration is an inevitable and necessary part of the mixed economy. (*Report*, p. 9) So much for the first issue in the Commission's mandate.

The second issue — implications for the public interest — is shunted aside with similar dispatch. To begin with, the commission seems to suggest that the concept "the public interest" has no meaning. Rather, there is a public interest associated with each of the institutions in society — a corporate public interest, a trade union public interest, a government public interest, and so on. Moreover,

(a) corporation...has no single 'public interest', but rather has many publics, with many competing interests. The 'publics' of a corporation include shareholders, creditors, employees, customers, suppliers, government and local, national and even international communities. There are diversities of interest within each interest group and subgroup and an individual may find himself at any one time belonging to several groups, which may have conflicting interests. (*Report*, p. 8)

This elaboration of naive pluralist theory is intended to project the corporation as something of a benevolent entity which is seeking to be all things to all people. Unfortunately, "(f) for any corporation with finite resources, providing more to any one public usually reduces the resources available to others." (*Report*, p. 9) This produces competition and conflict which ultimately get resolved — presumably, to everyone's satisfaction — through transactions in the market and political bargaining.

The intended implication: the corporate sector may not be able to satisfy all of its public interests all of the time, but it does its best.

Given the Commission's responses to points one and two in its terms of reference, it is hardly surprising to find that the burden of its response to point three — the question of safeguards — is that, while there may be some scope for marginal changes in laws, and the like, the public interest is adequately protected within the existing institutional framework.

The remainder of the Report — Chapters 2 to 18, pp. 11-413 — is, for the most part, given over to building a case supportive of

the tenets advanced in the Preface and Chapter 1. As the reader works through these Chapters, it becomes apparent that for the Commission to achieve the desired result it is compelled to completely dodge some issues and obscure others, to ignore and/or contradict evidence which is in conflict with its own preconceived views, and to organize data so that they support its hypotheses.

The following examples, should suffice to illustrate the limitations of the Commission's supporting analysis.

1. In the Preamble the Commission asserts that "our society and economy should function both efficiently and equitably." From that point on, the Commission simply ignores the question of equity and concentrates on efficiency considerations. The only justification there would seem to be for this decision is that any data on the extent of inequalities in Canada would have undermined — indeed, brought down — the concepts of society and the corporate sector that the Commission would have us accept as reality.
2. Similarly, in discussing the issues of unemployment and inflation, the Commission downplays or ignores the significant and pervasive ways in which corporate investment and pricing practices aggravate and accentuate these problems. Again, had these issues received the treatment they merit the Commission would have been obliged to rethink its assumptions and framework.
3. The definition of control which the Commission adopts for the purpose of analysing the degree of, and trends in concentration in the Canadian economy obscures what is really going on. Specifically, the Commission asserts that control of one corporation by another exists when the latter "owns 50% or more of the voting shares of the former." (*Report*, p. 13) As a result, Argus Corporation which effectively controls many corporations but owns 50% of the voting shares in very few, simply disappears. Not only that, but the Commission also treats financial and non-financial corporations separately in the adding up, so that the degree of concentration is understated. There are other deficiencies in the Commission's approach to measuring concentration — all of them resulting in an understatement of the degree of concentration in the Canadian economy. The point is that had the Commission rejected convention and developed measures which more accurately depicted the phenomenon of aggregate concentration, the results would probably have conflicted with the Commission's comfortable conclusion that aggregate concentration has not changed appreciably in recent years.

There is more, much more wrong with the Commission's work — the superficial treatment of the implications of foreign ownership, the recommendations for tax changes which would benefit large corporations, and so on — but there is no need to belabour the point.

By way of summary, about all that need be said is that, for an expenditure of three million dollars, we deserved a much better outcome than the 'shoddy goods' produced by the Commission.

## About our reviewers

John Fekete is with the Cultural Studies Program at Trent University . . . Mary Morton is with the Department of Sociology at Queen's University . . . Errol Black is with the Department of Economics at Brandon University.



# VACANCIES. POSTES VACANTS

## CAUT Bulletin Classified Ads

Due to a change in the format of the Bulletin to a wider column width beginning this month, it has been necessary to increase the cost per line proportionately of classified ads. The new cost per line is \$1.85. Please note that this does not indicate an increase in our rates and you will continue to get the same space for your money.

## ADMINISTRATIVE POSITIONS

**UNIVERSITY OF ALBERTA.** Department of Medicine. Administrative Positions. University and University Hospital Department of Pathology. Applications are invited for the position of Professor and Chairman of the University of Alberta Department of Pathology, with appropriate appointment to the University of Alberta Hospital Department of Laboratory Medicine. The academic appointment will be made at the rank of full Professor with tenure. The term of the chairmanship will be for a five-year period—renewable in accordance with University and University Hospital procedures. Candidates must hold an M.D. Degree and specialist qualifications in General, Anatomical or Hematological Pathology or Medical Biochemistry or Microbiology and have demonstrated administrative abilities and experience in a teaching and research department. Salary commensurate with qualifications and experience. Effective date of appointment: July 1, 1980. Closing date for applications: January 31, 1980. Inquiries to be sent to: D.F. Cameron, Dean of Medicine, University of Alberta, T6G 2G3. Equal opportunity employer.

**ALGOMA UNIVERSITY COLLEGE.** Library Department. Chief librarian required to manage the affairs of a new library with a full-time staff of nine and a 1979-80 operating budget of \$250,000. The successful candidate will have proven managerial skills and the ability to work successfully with college trustees, professors, students, as well as library staff. Algoma University College is a public three-year liberal arts college offering degree-level programmes in affiliation with Laurentian University in Sudbury. Salary will be commensurate with library qualifications and experience. Candidates should hold a recognized Canadian library qualification from an accredited library school. Applications will be accepted up to December 31st, 1979, with duties to commence as soon as practicable. Send applications with resume, an indication of salary range expected and names of three referees to Dr. Robert G. Ewing, Dean, Algoma University College, Sault Ste. Marie, Ontario. P6A 2G4.

**UNIVERSITY OF TORONTO.** Department of Occupational and Environmental Health. University Title: Director and Professor. Qualifications required: The new director should be medically qualified and have additional training and qualifications in occupational and environmental health. Experience in the field is also requested. A strong research record would be an advantage. Preference will be given to an individual with demonstrated administrative and teaching skills and the ability to work effectively with representatives of various groups both inside and outside the university. Nature of Duties: Act as Director of Unit which has recently been established as an autonomous body within the Division of Community Health. It is actively involved in undergraduate and graduate training programmes and offers a wide variety of research opportunities. Salary: Commensurate with experience. Person to whom enquiries should be sent: Dr. J. E. F. Hastings, Associate Dean, Community Health, Faculty of Medicine, Office of the Dean, University of Toronto, 1 King's College Circle, Toronto, Ontario, Canada M5S 1A8. Effective Date of Appointment: July 1, 1980 or earlier. Closing Date for receipt of Applications: January 31, 1980.

**THE TORONTO SCHOOL OF THEOLOGY.** Doctor of Ministry Programme. The Toronto School of Theology (affiliated with the University of Toronto) is seeking applications for the position of Director of the Doctor of Ministry Programme, to begin 1 July, 1980. Salary and benefits will depend on qualifications and experience. Further details may be obtained from the Chairman, D. Min. Search Committee, TST, 4 St. Thomas St., Toronto, M5S 2B8, to whom letters of application together with a detailed resume and names of referees should be sent.

**UNIVERSITY OF SASKATCHEWAN.** Department of Geography. The department is seeking a department head, to take office July 1, 1980. Candidates should have the Ph.D. degree, an established research record and University teaching experience. The head will administer a department of twelve faculty members, the department offers graduate and undergraduate degree programs. Salary negotiable. Applicants should send a detailed resume and the names of three references to Dr. D. R. Cherry, Dean, Arts and Science, University of Saskatchewan, Saskatoon, Saskatchewan, S7N 0W0.

**UNIVERSITY OF BRITISH COLUMBIA.** Department of Pathology. Applications are invited for the position of Associate Director of Laboratories of a new 250 bed teaching hospital at the University of British Columbia, Health Sciences Centre. As well as a major responsibility in laboratory management applicants will be expected to participate in the academic activities of the department commensurate with a faculty appointment in the Department of Pathology. Applications with resume should be sent to Dr. D.F. Hardwick, Professor and head, Department of Pathology, Faculty of Medicine, University of British Columbia, Vancouver, B.C. V6T 1W5.

**UNIVERSITY OF TORONTO.** Department of Rehabilitation Medicine. Hospital Department: St. Michael's Rehabilitation Medicine. Hospital Title: Physiatrist-in-Chief. Qualifications required: M.D., F.R.C.P. (C) in Physical Medicine and Rehabilitation. Nature of Duties: Department Head to direct and coordinate patient care, teaching and research. Salary: Commensurate with experience. Person to whom enquiries should be sent: Reverend Sister Mary, Executive Director, St. Michael's Hospital, 30 Bond Street, Toronto, Ontario M5G 1W8. Effective Date of Appointment: February 1st, 1980. Closing date for receipt of applications: December 31st, 1979.

**UNIVERSITY OF TORONTO.** Faculty of Medicine, Department of Medical Microbiology. University title: Associate Professor or Full Professor, dependent on qualifications and experience. Hospital department: Microbiology. Hospital title: Microbiologist-in-Chief. Qualifications required: Fellowship in Medical Microbiology, Royal College of Physicians and Surgeons, or equivalent, plus demonstrated ability in service/teaching/research. Nature of duties: Director of the Diagnostic Microbiology Service at St. Michael's Hospital, Toronto and major responsibility in undergraduate and postgraduate teaching in Medical Microbiology. Salary: to be negotiated. Person to whom enquiries should be sent: Dr. Norman A. Hin, Prof. and Chairman, Dept. of Medical Microbiology, University of Toronto, Room 215, 100 College St., TORONTO, Ont. M5G 1L5. Effective date of appointment: open to negotiation. Closing date for receipt of applications: March 1, 1980.

**McGILL UNIVERSITY.** School of Physical and Occupational Therapy. Applications are invited for the position of Co-ordinator of the Division of Occupational Therapy for June, 1980. Position involves overseeing and directing the development of the undergraduate educational occupational therapy program, teaching at the undergraduate and graduate level, and developing an active research program. Candidates should be occupational therapists who hold a Master's degree and have a background in clinical service, administration and teaching as well as demonstrated commitment to research. Send letter stating teaching and research interests, vitae and names of three references to: Dr. Martha Piper, Director, School of Physical and Occupational Therapy, 3654 Drummond Street, Montreal, P.Q. H3G 1Y5.

**UNIVERSITY OF ALBERTA.** Department of Marketing and Economic Analysis. The Faculty of Business Administration and Commerce, Department of Marketing and Economic Analysis is seeking a Chairperson. The Chairperson has administrative responsibility for the operation of a department with presently fourteen full-time positions. The Chairperson will be expected to provide academic leadership in the development of curricula and staff in the marketing area in particular. The starting date is July 1, 1980. Salary will be based on qualifications and experience. Applications and nominations should be addressed to: Dr. Roger S. Smith, Dean, Faculty of Business Administration and Commerce, The University of Alberta, Edmonton, Alberta T6G 2G1. The University of Alberta is an equal opportunity employer.



## UNIVERSITY OF WESTERN ONTARIO FACULTY OF NURSING

Applications are invited for teaching positions in undergraduate and graduate programs. Rank Open.

Master's or doctorate degree required. Preference will be given to candidates with teaching experience for registration in Ontario.

Salary commensurate with preparation and in accordance with the University of Western Ontario policies. Appointments are subject to availability of funds.

Send complete resume to:

Dr. Beverlee Cox, Dean,  
Faculty of Nursing,  
Health Sciences Addition,  
The University of Western Ontario,  
London, Ontario, N6A 5C1

## Guelph-Waterloo Centre for Graduate Work in Chemistry

## POSTDOCTORAL POSITION IN ORGANIC SYNTHESIS

Development of new methodology and application to natural product synthesis. Enthusiasm for research of paramount importance. Available immediately and Feb. 1, 1980 at the latest. NSERC Canada rates. Resume and three letters of reference to:

V. A. Sniekus  
Professor  
Guelph-Waterloo Centre  
for Graduate Work in Chemistry  
University of Waterloo  
Waterloo, Ontario, N2L 3G1





## THE UNIVERSITY OF LETHBRIDGE

in conjunction with

### THE ALBERTA OIL SANDS TECHNOLOGY AND RESEARCH AUTHORITY (AOSTRA)

invites applications for the position of

## AOSTRA Research Professor

Applicants should be working in an area of applied scientific research of interest to AOSTRA. At least 75% of the Research Professor's time will be devoted to an approved field of oil sands research, the balance in related activities including teaching.

The term of the AOSTRA Research Professorship will be three years, beginning in the summer of 1980, with a possible two-year renewal to a maximum of five years. The rank and salary will be commensurate with the appointee's qualifications and experience.

Applications, including outlines of the proposed research programs, should be sent to:

The Associate Dean  
Division of Science  
Faculty of Arts and Science  
The University of Lethbridge  
4401 University Drive  
Lethbridge, Alberta  
T1K 3M4

on or before December 31, 1979

## Université Laval

## MICROBIOLOGISTE

Le Département de biochimie, pour les fins de son programme spécialisé de microbiologie, recherche les services d'un nouveau professeur appelé à mettre au point et à dispenser l'enseignement de la physiologie microbienne et à développer un programme de recherche, qui n'a pas à être nécessairement du domaine de la matière d'enseignement. Le Ph.D. est exigé, de même qu'une expérience post-doctorale pertinente ainsi qu'une bonne formation de base en microbiologie et en biochimie. Les personnes intéressées doivent faire parvenir leur application en y ajoutant des précisions sur leurs intérêts en recherche et la nature des matières qu'ils pourraient enseigner, des tirés-à-part de leurs publications ainsi que trois lettres de recommandation à Dr. Jean-Louis Lavoie, Département de biochimie, Faculté des sciences et de génie, Université Laval, Québec, Qué. G1K 7P4. Les candidats non-francophones devront à brève échéance être en mesure d'acquiescer une maîtrise suffisante de la langue française. Le salaire payé à un professeur adjoint se situe entre \$21,000 et \$36,000 par année.

## Université Laval

## MICROBIOLOGIST

A department of Biochemistry, responsible for the undergraduate program in Microbiology, is seeking a person with a strong background in Microbiology and Biochemistry to develop and teach a good course in microbial physiology. This person is also expected to develop an active program of research, not necessarily related to the basic teaching responsibilities of the position. Minimum requirements: Ph.D. and some pertinent postdoctoral experience. Canadian Citizenship is not a prerequisite. Those interested in this position should send complete applications (curriculum vitae, letters of recommendation (3), résumé of research interests, reprints, etc.) to: Dr. Jean-Louis Lavoie, directeur, Département de biochimie, Faculté des sciences et de génie, Université Laval, Québec, Qué. Canada, G1K 7P4. Eventual or actual fluency in French is required of all candidates. Salary range (assistant professor): \$21,000. - \$36,000. Application deadline date is January 1st 1980.

THE UNIVERSITY OF ALBERTA, Faculty of Dentistry. Applications are invited for the following full-time faculty positions: Chairman of Oral and Maxillofacial Surgery and Hospital Dentistry (Oral Surgery position in Faculty of Dentistry and Hospital Dentistry position in University of Alberta Hospital); Chairman of Graduate Studies and Research; Chairman of Restorative Dentistry (including fixed prosthodontics, operative dentistry; removable prosthodontics biomaterials, and endodontics); Chairman of Stomatology which includes Diagnosis and Oral Radiology, Orthodontics, Pedodontics, Periodontics and Oral Surgery; Chairman of Fixed Prosthodontics; Chairman of or staff position in Orthodontics; and staff position in Biomaterials. The undergraduate class sizes are 50 in dentistry and 40 in dental hygiene. Rank and salary are commensurate with education and experience. Intramural private-practice facilities and staff are available. Clinical applicants should be eligible for licensure in the Province. The University of Alberta is an equal-opportunity employer. All inquiries and curriculum vitae should be forwarded within one month to Dean G.W. Thompson, Faculty of Dentistry, The University of Alberta, Edmonton, Alberta, Canada, T6G 2N8.

Faculty of Agricultural Sciences. Agricultural Scientists. Two dynamic individuals are required for a Faculty of Agricultural Sciences' continuing education program. The appointments are with the University, but the positions will be located at cooperating institutions, the College of New Caledonia, Prince George, B.C. and Cariboo College, Kamloops, B.C. The successful applicants will interact with local agricultural professionals. College personnel and Faculty members in Vancouver. They will initiate and coordinate development and delivery of academic credit and non-credit courses and other programs, including research. Applicants must have a Ph.D. or its equivalent. Specialization in boreal agriculture, soil science, agronomy, range science or agriculture economics is desirable, as is extension experience. Proven teaching skill and an ability to communicate will be needed. These positions are open to both men and women. The Lecturer appointments will be from no later than January 1, 1980. Salary will be commensurate with subject to availability of funds. Salary is negotiable. Forward applications, including curriculum vitae and names and addresses of three referees to: Interior Programs Director, Faculty of Agricultural Sciences, The University of British Columbia, Vancouver, B.C. V6T 1W5.

## ACCOUNTING

UNIVERSITY OF SASKATCHEWAN. Department of Accounting. Applications are invited for temporary (one or two year) positions in the Department of Accounting effective July 1, 1980. Doctoral degree or Masters degree with professional experience required. Duties involve teaching in the B. Comm. and/or M.B.A. programs. Salary and rank are based on qualifications and experience. Send curriculum vitae to Professor W. John Brennan, Head, Department of Accounting, College of Commerce, University of Saskatchewan, Saskatoon, Saskatchewan, Canada, S7N 0W0; Phone 306-343-3495.

UNIVERSITY OF SASKATCHEWAN. Department of Accounting. Applications are invited for a permanent position at Assistant or Associate rank in the tenure stream. Doctoral degree completed or near completion is required. Successful candidate will be expected to make a strong contribution to research. Duties also include teaching in the B. Comm., M.B.A. and/or the M.Sc. programs. Salary and rank based on qualifications and experience. Send curriculum vitae to Professor W. John Brennan, Head, Department of Accounting, College of Commerce, University of Saskatchewan, Saskatoon, Saskatchewan, Canada, S7N 0W0; Phone 306-343-3495.

## AGRICULTURAL SCIENCE

UNIVERSITY OF BRITISH COLUMBIA.

## ANTHROPOLOGY

UNIVERSITY OF WATERLOO. Department of Anthropology. Applications are invited for two positions at the assistant professor level (Ph.D. required). 1. Physical anthropologist. Research specialization is open but ability to teach undergraduate courses in both fossil man and primate behaviour is desirable. 2. Anthropological linguist. Teaching introductory and advanced linguistics courses within an anthropology department. Ability to teach ethnography (other than North American Indians or Pacific) or other cultural anthropology is desirable. Both positions are open subject to funding being available. Send applications to: Thomas S. Abler, Chairman, Department of Anthropology, University of Waterloo, Waterloo, Ontario, N2L 3G1.

UNIVERSITY OF ALBERTA. Department of Anthropology. The Department of Anthropology, University of Alberta, is seeking to hire a physical anthropologist at the level of Assistant Professor. The position is tenure-track and begins July 1, 1980. The present salary is \$19,700.00 per annum (subject to 1980 negotiations and can be adjusted upwards according to credentials). Ph.D. required or to be completed by September, 1980. Must be able to teach first-year general anthropology and introductory and advanced courses in physical anthropology, with specialization in human evolution and human osteology. Additional qualifications in comparative osteology and/or human biology sought. The University of Alberta is an equal opportunity employer. Deadline for applications March 1, 1980. Send vitae and names



of referees to: Dr. C. G. Hickey, Chairman, Department of Anthropology, University of Alberta, Edmonton, Alberta, Canada, T6G 2H4.

## ARCHITECTURE

**CARLETON UNIVERSITY.** School of Architecture. Positions available (rank open) July 1, 1980. Candidates should have B. Arch. and higher degree or equivalent; also teaching and professional work experience. Should be prepared to teach Design Studio and one or more of the following specializations: Theory and History of Environmental Design; Landscape Architecture; Building Science; Computer Applications. Send c.v.'s and the names of three referees to: Professor M. R. Coote, Director, School of Architecture, Carleton University, Ottawa, Ontario K1S 5B6. Closing date February 1, 1980. These positions are available subject to budgetary approval.

## ART

**McMASTER UNIVERSITY.** Department of Art and Art History. Lecturer in Art required to teach sculpture to all four years of an undergraduate program with strong figurative emphasis. Experience of a wide range of sculptural techniques including bronze casting sought. The position is a two-year replacement appointment commencing July 1, 1980. Salary depending on qualifications. Please send curriculum vitae and names of three referees to: Prof. G. B. Wallace, Chairman, Department of Art and Art History, McMaster University, 1280 Main Street West, Hamilton, Ontario, L8S 4M2. Applications accepted until position filled.

## BIOCHEMISTRY

**UNIVERSITY OF VICTORIA.** Department of Biochemistry and Microbiology. Applications are invited for the position of Assistant Professor beginning July 1, 1980. Candidates should have a Ph.D. and research interests in one or more of the following fields: protein biochemistry, molecular genetics (recombinant DNA), eukaryotic cell membrane receptors. The successful applicant will be required to teach biochemistry at the undergraduate and graduate levels and carry on an active research program. A Ph.D. is required and postdoctorate experience desirable. Applications with a curriculum vitae, list of publications, a brief statement of research plans, and the names of three referees who have been requested to send letters of recommendation should be sent to: Prof. A. T. Matheson, Chairman, Department of Biochemistry and Microbiology, University of Victoria, P.O. Box 1700, Victoria, British Columbia, Canada V8W 2Y2, as soon as possible.

**McMASTER UNIVERSITY.** Department of Biochemistry. Two positions: (1) professional research assistant with previous postdoctoral experience, (2) postdoctoral fellow. Candidates should have a Ph.D. in biochemistry or related subject area. Research in mitochondrial biogenesis in mammalian cells on protein biosynthesis, protein phospholipid interactions or mitochondrial genes. Salaries will be at the MRC rate and start July 1, 1980. Send application to: Dr. K. B. Freeman, Department of Biochemistry, McMaster University, 1200 Main Street West, Hamilton, Ontario, L8S 4M2.

**UNIVERSITY OF SASKATCHEWAN.** Department of Biochemistry. An appointment as Assistant Professor is available (subject to final budgetary confirmation) in the Department of Biochemistry, College of Medicine, University of Saskatchewan. Applicants must have a Ph.D. and/or M.D. degree. Salary will be at approximately the floor of the assistant professor rank. Send curriculum vitae (including university transcripts) and names of three referees to: Dr. J. D. Wood, Head, Department of Biochemistry, University of Saskatchewan, Saskatoon, Sask., Canada, S7N 0W0. Effective date of appointment: negotiable. The last day for receipt of applications will be December 15, 1979.

**McMASTER UNIVERSITY.** Department of Geology. Biochemist with interest and background in the use of stable isotope techniques in the study of metabolic regulation in man. The successful candidate should have completed his Ph.D. in biochemistry with a special interest in isotope ratio detecting gas mass spectrometry. Salary negotiable based on experience. Please send curriculum vitae to Prof. Henry Schwarz, Department of Geology, McMaster University, Hamilton, Ontario, Canada L8S 4M1.

## BIOLOGY

**UNIVERSITY OF WINDSOR.** Department of Biology. Post-doctoral position available for candidate with experience in enzymology, protein synthesis, nucleotide biochemistry and developmental biology. Some laboratory teaching will also be required in general biology, cell biology or animal physiology. Starting salary \$11,500 p.a. one year appointment, renewable. Position will remain open until filled. Send curriculum vitae and names of two referees to: Dr. A.H. Warner, Head, Department of Biology, University of Windsor, Windsor, Ontario, N9B 3P4.

**MEMORIAL UNIVERSITY OF NEWFOUNDLAND.** Department of Biology—Post-doctoral position available immediately to study Host-pathogen interaction in plants. Training in Biochemistry and Plant Pathology preferable; \$11,800 per annum or more depending on experience. Applications, including curriculum vitae and names of three referees, should be addressed to: Dr. Arya K. Bal, Department of Biology, Memorial University of Newfoundland, St. John's, Newfoundland, Canada A1B 3X9; or call (709) 753-1200, Ext. 2694.

**UNIVERSITY OF SASKATCHEWAN.** Biology Department. Postdoctoral fellow research assistant or technician available in algal taxonomy. Salary based on experience and qualifications with curriculum vitae and references to: Dr. U. T. Hammel, Biology Department, University of Saskatchewan, Saskatoon, Sask. S7N 0W0.

## BIOLOGY/CHEMISTRY

**UNIVERSITY OF REGINA.** Department of Biology and Chemistry. Postdoctoral positions. A two year postdoctoral position (salary approx. \$14,500) is available in a molecular biology/biochemistry laboratory (headed by Dr. H. Bertrand) studying the genetic control of the biogenesis of mitochondrial respiratory complexes in *Neurospora crassa*. The laboratory is well equipped for research on the assembly and function of sub-mitochondrial complexes, restriction mapping of DNA, protein and nucleic acid chemistry and for genetic manipulations. A two year postdoctoral position (\$10,000) is available in a molecular biology laboratory (headed by Dr. R. A. Klein). Research activities will include mutant isolation, genetic mapping, nucleotide pool quantitation, enzyme assays and protein and nucleic acid chemistry. Interested individuals should be available as soon as possible and should have completed a Ph.D. degree in biochemistry, genetics or physiology. Applications in the form of a curriculum vitae with names and addresses of three referees should be sent to: Department of Biology (or Chemistry), University of Regina, Saskatchewan, Canada S4S 0A2.

## BUSINESS ADMINISTRATION AND COMMERCE

**WILFRID LAURIER UNIVERSITY.** School of Business & Economics. Applications are invited for teaching positions in the areas of: Accounting, Marketing, Organizational Behaviour, Finance, Control & Information Systems and Business Policy for the 1980/81 teaching year. Qualifications: Ph.D. or Ph.D. candidate. Duties: include graduate and/or undergraduate teaching. Applications will be accepted until positions are filled, and are subject to budget approval. Send applications to: Dr. T. F. Cawsey, Associate Dean of Business, School of Business & Economics, Wilfrid Laurier University, Waterloo, Ontario, Canada N2L 3C5.

**ST. FRANCIS XAVIER UNIVERSITY.** Department of Business Administration. Applications are invited for several positions in the Department of Business Administration for the 1980/81 academic year, pending budgetary approval. Responsibilities include undergraduate teaching and research. Positions are available in the following teaching areas: finance, investments, marketing, organizational behaviour, introduction to business and management. The ability to teach in more than one area is desirable. Ph.D. or Ph.D. candidate or M.B.A. and relevant work experience. Rank and salary will be dependent upon qualifications and experience. St. Francis Xavier University is a co-

educational institution of over 2,000 students located in Antigonish, an eastern Nova Scotia community with a population of 6,000. The university offers general, major and honours programs through departments in its faculties of Arts and of Science. The university is a completely self-sufficient community with residential, recreational and educational facilities to serve the needs of the student body. Interested candidates should forward a curriculum vitae and a list of three references to Leo T. Gallant, Chairman, Department of Business Administration, St. Francis Xavier University, Antigonish, N.S.

**WILFRID LAURIER UNIVERSITY.** School of Business and Economics. Applications are invited for teaching positions in the areas of: Accounting, Business Policy, Organizational Behaviour, Introductory Business, & Finance, for the 1980/81 teaching year. Qualifications: Ph.D. or Ph.D. candidate. Duties: include graduate and/or undergraduate teaching. Applications will be accepted until positions are filled, and are subject to budget approval. Send applications to: Dr. T. F. Cawsey, Associate Dean of Business, School of Business and Economics, Wilfrid Laurier University, Waterloo, Ontario, Canada N2L 3C5.

**DALHOUSIE UNIVERSITY.** School of Business Administration. Applications are invited for faculty positions in international business administration with teaching responsibilities in the MBA and B.Com. program. Rank and salary are dependent upon professional and academic qualifications. Teaching and research in international business are supported by the Centre for International Business Studies. Direct enquiries to: Dr. D.J. Patton, Room 5110, Killam Library, Dalhousie University, Halifax, Nova Scotia. B3H 4H8 Tel. (902) 424-6553.

**QUEEN'S UNIVERSITY.** School of Business. Assistant or Associate Professor(s). Positions open for applicants holding Ph.D. Teaching and research duties in any of the principal fields of Accounting and Information Systems, Finance, Business Policy, Operations Management, and Business Policy. Competitive salaries depending on experience. Candidates of both sexes are equally encouraged to apply. Send resume to: Dean J.R.M. Gordon, School of Business, Queen's University, Kingston, Ontario, K7L 4N4.

**THE UNIVERSITY OF ALBERTA.** Faculty of Business Administration and Commerce. Applications are invited for faculty positions from those with teaching and research interests in: accounting, finance (especially financial theory, corporate finance, or insurance), management science, marketing, business policy, personnel, industrial relations and legal relations. Ph.D. or equivalent is desirable. Salary and rank depend on qualifications. Applications welcome until positions are filled. Appointments normally effective July 1. Send resume to: Dr. Roger S. Smith, Dean, Faculty of Business Administration and Commerce, University of Alberta, Edmonton, Alberta, T6G 2G1. The University of Alberta is an equal opportunity employer.

**BROCK UNIVERSITY.** Administrative Studies. Applications are invited for new teaching positions. Candidates should have competence in one or more of the following areas: Management, Production/Management Science, Organizational Behaviour, Marketing. A Ph.D., a Ph.D. in progress, or the equivalent is preferred. Salary and rank will be commensurate with qualifications and experience. An application, including a curriculum vitae and the names of three referees, should be submitted to: J.R. Hanrahan, Director, School of Administrative Studies, Brock University, St. Catharines, Ontario L2S 3A1.

**UNIVERSITY OF MANITOBA.** Department of Business Administration. Two positions available January or September 1980 at the Assistant or Associate level; one to teach Retailing Management plus one other area in marketing of personal interest; the other position plus one other area of personal interest, or ABD with near completion date required for Assistant level, proven research record for Associate level. Teaching in undergraduate and MBA programs. Canadian citizens, landed immigrants, and others eligible for employment in Canada at the time of application are especially encouraged to apply. Contact: Mr. M.D. Beckman, Acting Head, Department of Business Administration, Faculty of Administrative Studies, University of Manitoba, Winnipeg, Manitoba, R3T 2N2.

**McGILL UNIVERSITY.** Department of Business Administration. Faculty of Management. 1. Assistant Professor in such functional specialties as Accounting, Finance, Marketing, Interna-

tional Business, Policy, Systems and Computers, Management Science, Organizational Behaviour, Industrial Relations, and Public Administration. 2. Ph.D. and interest in both teaching and research. A past publication record essential for appointment at the Associate Professor level. 3. Teaching at the B. Comm. and MBA levels in Day and Evening Programs of the McGill Faculty of Management. 4. Salaries commensurate with those paid in comparable institutions. 5. Reply to Dr. Laurent Picard, Dean, Faculty of Management, McGill University, 1001 Sherbrooke St. W., Montreal, Quebec, H3A 1G5. Effective date of appointment—August 1, 1980—Closing date to receive applications—December 30th, 1979.

**UNIVERSITY OF NEW BRUNSWICK.** School of Administration. Assistant Professor: Accounting, Business and Society; Finance; Industrial Relations; Marketing; Organizational Behaviour; Marketing and Policy. Ph.D. candidate. Duties involve undergraduate teaching and research. Salary open. Appointments effective July 1, 1980 (possibly January 1, 1980). Director, School of Administration, University of New Brunswick, Fredericton, New Brunswick E3B 5A3.

**THE UNIVERSITY OF REGINA.** Faculty of Administration. Accounting professor at level of Associate or Assistant. Preference to Ph.D./D.B.A. but will consider M.B.A./M.Sc. plus professional accounting designation. This is an opportunity for professors who would like to work in an open, interdisciplinary environment, with good opportunities for professional involvement. Interested candidates please send c.v. and names of referees to Dean Don E. Shaw, Faculty of Administration, University of Regina, Regina, Sask., S4S 0A2. Effective date of appointment July 1, 1980.

**UNIVERSITY OF REGINA.** Faculty of Administration. Assistant Professor in management/policy and one of marketing, finance, public management, personnel and industrial relations. Preference will be given to Ph.D./D.B.A. with some business or government experience. Salary competitive, depending on qualifications. Interested candidates please send c.v. and names of referees to Dean Don E. Shaw, Faculty of Administration, University of Regina, Regina, Sask. S4S 0A2. Effective date of appointment July 1, 1980.

**YORK UNIVERSITY.** Faculty of Administrative Studies. Positions open commencing July 1, 1980, subject to budget approval in the following areas: Accounting, Behavioural Science, Finance, Information Systems, Management Science, Marketing, Policy and Environment, Management Policy, Rank and salary are open. Successful candidates will be expected to be active in research and to teach in the Ph.D., Masters, and Undergraduate Programmes. Please send curriculum vitae and references to W.B. Crowston, Director, Faculty of Administrative Studies, York University, 4700 Keele Street, Downsview, Ontario, M3J 2R6. Deadline for submission—when positions are filled.

**McMASTER UNIVERSITY.** Faculty of Business. Applications are invited in the following areas: (i) Accounting, (ii) Business Policy, (iii) Finance, (iv) Management Information Systems, (v) Marketing and International Business, (vi) Production and/or Management Science. Rank depends on qualifications and experience; preference at the Assistant or Associate Professor level. Visiting appointment is also possible. Ph.D. or DBA degree is expected, preferably with teaching and research experience. Duties include research and teaching at both graduate and undergraduate levels. Applicants for Management Information Systems, Production and/or Management Science will be expected to contribute to the Ph.D. program in these areas. Applicants for the International Business and Marketing position will be expected to conduct research and teach International Business, including International Marketing, Comparative Marketing and Introductory Marketing, and should be Canadian citizens or landed immigrants. Salary will be commensurate with qualifications and experience. Appointment date is open: July 1st, 1980 is preferred. Application date closes when position is filled. Applications should be sent to Dr. A. Z. Szendrovits, Dean, Faculty of Business, McMaster University, Hamilton, Ontario, L8S 4M4.

## CHEMICAL ENGINEERING

**UNIVERSITY OF SASKATCHEWAN.** Department of Chemistry and Chemical Engineering. Applications are invited from qualified candidates for appointments as Postdoctoral Fellows and Research Associates in the following fields of chemistry and chemical engineering: Quantum chemical calculations on catalytic reaction changes and chemical reactions;



photochemistry, photophysics and spectroscopy; organometallic spin resonance studies of silicates and radical chemical reactions generated by ultrasound, dynamics of fast reactions using ultrasonic techniques, corrosion engineering, catalysis, production of liquid and gaseous fuels from coal. These positions are tenable initially for one year, renewable, at rates up to the maximum allowed by the NSERC grant regulations. Send curriculum vitae, references and letters from three references to the undersigned, from whom further particulars may be obtained. Professor A.R. Knight, Chairman, Department of Chemistry and Chemical Engineering, University of Saskatchewan, Saskatoon, Saskatchewan, S7N 0W0, Canada. Tel: phone 306-343-2933.

## CHEMISTRY

**UNIVERSITY OF TORONTO.** Department of Chemistry, Scarborough College. Assistant Professor (tenure stream) of inorganic, bioinorganic or analytical chemistry from 1 July 1980. Duties include undergraduate and graduate teaching, research. Send curriculum vitae, statement of research interests, and names of three references to: Professor John E. Dove, Chairman, Physical Sciences Division, Scarborough College, University of Toronto, West Hill, Ontario, Canada, M1C 1A4.

**UNIVERSITY OF SASKATCHEWAN.** Department of Chemistry and Chemical Engineering. Applications are invited from qualified candidates for appointments as Postdoctoral Fellow and Research Associates in the following fields of chemistry and chemical engineering: Quantum chemical calculations on conformational changes and chemical reactions; photochemistry and radiation chemistry of transition metal complexes; photochemistry, photophysics and spectroscopy; organometallic chemistry and organic reaction mechanisms, electron spin resonance studies of silicates and radicals, chemical reactions generated by ultrasound, dynamics of fast reactions using ultrasonic techniques; corrosion engineering, catalysis, production of liquid and gaseous fuels from coal. These positions are tenable initially for one year, renewable, at rates up to the maximum allowed by the NSERC grant regulations. Send curriculum vitae, references and letters from three references to the undersigned, from whom further particulars may be obtained. Professor A.R. Knight, Chairman, Department of Chemistry and Chemical Engineering, University of Saskatchewan, Saskatoon, Saskatchewan, S7N 0W0, Canada. Telephone 306-343-2933.

**UNIVERSITY OF TORONTO.** Department of Chemistry. Postdoctoral Fellowship Position. A post-doctoral position is available in the general area of physical-organic chemistry. Some background in photochemistry is essential. Stipends range from \$11,700-12,900 per annum, and assistance with travel expenses will be provided. Starting date: Spring/Summer 1980. Send curriculum vitae and names of three references to: Dr. Keith Yates, Department of Chemistry, University of Toronto, Ontario M5S 1A1, Canada.

**MEMORIAL UNIVERSITY OF NEWFOUNDLAND.** SIR WILFRID GRENFELL COLLEGE. Department of Chemistry. Undergraduate teaching position for one year only. To teach Chemistry at the first and second year levels. The College offers a full range of courses at the first and second year levels. Rank: Assistant Professor; Salary: Dependent upon qualifications and experience. Curriculum vitae and names of three references to: Dr. G. Rayner-Canham, Co-ordinator, Department of Chemistry, Sir Wilfrid Grenfell College, Corner Brook, Newfoundland A2H 6P9. Academic year 1980-81.

**UNIVERSITY OF MANITOBA.** Faculty of Science. 1. Postdoctoral fellow. 2. Recent Ph.D. in physical chemistry or biochemistry of proteins. 3. Protein structural studies. 4. \$11,700/annum. 5. Curriculum vitae and names of three references to: Dr. J. Bigelow, Dean of Science, University of Manitoba, Winnipeg, Manitoba, R2T 2N2. 6. January 1, 1980 or as soon as possible thereafter.

## CLASSICS

**UNIVERSITY OF VICTORIA.** Department of Classics. Applications are invited for the position of visiting lecturer for the period September 1, 1980 - April 30, 1981. The successful candidate will be expected to teach undergraduate courses in Greek, Latin and Classical Studies. The appointment is contingent upon the availability of adequate funding. Applicants should send a curriculum vitae to the Chairman, Department of Classics, University of Victoria, B.C., Canada, V8W 2Y2, by February 29, 1980.

three referees to write to the Chairman on their behalf.

**UNIVERSITY OF VICTORIA.** Department of Classics. Applications are invited for the position of assistant professor, beginning July 1, 1980. Candidates should have research interests in Roman studies, particularly in Roman history or in the Augustan Age, and a Ph.D. Teaching duties will include courses in Greek, Latin, and Classical Studies. The current floor for assistant professors is \$19,350. The appointment is contingent upon the availability of adequate funding. Applicants should send a curriculum vitae to the Chairman, Department of Classics, University of Victoria, B.C., Canada, V8W 2Y2 by January 15, 1980, and should ask three referees to write to the Chairman on their behalf.

**THE UNIVERSITY OF ALBERTA.** Department of Classics. Applications are invited for two possible positions for 1980-81. If properly funded, one position will be at the Assistant Professor level. Applicants should be specialists in Greek and Roman Art and have a knowledge of Greek, Latin and archaeology. Salary minimum \$19,690. If funds are not available, this position will be on the Sessional Lecturer level. Applicants should clearly indicate if they are only interested in a tenure-track position. The other position will be sessional and will involve courses in Greek and Roman archaeology, Greek and Latin. Salary - dependent on qualifications, but approximately \$13,128 for eight months if this Ph.D. is held. The University is an equal opportunity employer. Applications to: Dr. R.C. Smith, Chairman, Department of Classics, The University of Alberta, Edmonton, Alberta, T6G 2E5.

**THE UNIVERSITY OF ALBERTA.** Department of Classics. Applications are invited for two Summer Session Lecturers (July 7-August 15, 1980). If properly funded, properly funded will be required to teach Greek History and/or Greek Art. Salary according to qualifications. Ph.D. preferred. The University is an equal opportunity employer. Applications to: Dr. R.C. Smith, Chairman, Department of Classics, The University of Alberta, Edmonton, Alberta, T6G 2E5.

## COMMUNICATION STUDIES

**CONCORDIA UNIVERSITY.** Department of Communication Studies. Area: Television. Qualifications: Ph.D. or equivalent qualification preferred. Candidates should have experience in studio production, as well as scholarly interest in a particular field such as theory, criticism, policy and legislation, aesthetics, writing. Preference will be given to candidates familiar with the development of Canadian broadcasting and communication. Principal Responsibilities: To conduct television seminar/practicum courses; the undergraduate and graduate-Diploma levels; to conduct courses in the candidate's particular field of additional competence. Rank: Assistant Professor (Possibility of Associate Professor rank). Salary: Present floor, Assistant Professor \$19,853. Appointment Beginning: Academic Year 1980-81. Applications: Considered as received; closing date for receipt of applications: February 1, 1980. Send Letter of Interest and Curriculum Vitae to: Personal Computer, Department of Communication Studies, Concordia University, 7141 Sherbrooke Street West, Montreal, Quebec, H4B 1R6.

## COMPUTER SCIENCE

**MEMORIAL UNIVERSITY OF NEWFOUNDLAND.** SIR WILFRID GRENFELL COLLEGE. Computer Science Department. Undergraduate teaching position. The successful applicant will be required to teach Computer Science at the second-year level and to supervise Science at the first-year level. The College facilities presently comprise a PDP 11-34 with batch and interactive processing and a full-time programmer/analyst. The College offers a full range of courses at the first and second-year levels. Minimum educational requirement: M.Sc. Salary and Rank dependent upon qualifications and experience. Curriculum vitae and names of three references to: Mr. E.J.F. Hodgget, Vice-Principal, Memorial University of Newfoundland, Sir Wilfrid Grenfell College, Corner Brook, Newfoundland A2H 6P9. January or September, 1980.

**MC GILL UNIVERSITY.** School of Computer Science. The School of Computer Science invites applications for the position of Assistant Professor. The successful candidate will be expected to teach undergraduate courses in Greek, Latin and Classical Studies. The appointment is contingent upon the availability of adequate funding. Applicants should send a curriculum vitae to the Chairman, Department of Classics, University of Victoria, B.C., Canada, V8W 2Y2, by February 29, 1980.

level. Salary negotiable. Current minimum starting salary \$21,580. Beginning September, 1980. Tenure line position. Candidates should write to: Professor M.M. Newborn, Director, School of Computer Science, McGill University, 3805 Hall, 805 Sherbrooke Street West, Montreal, Quebec H3A 2K6, Canada.

**SIMON FRASER UNIVERSITY.** Computing Science Department. The Computing Science Department is seeking applicants for tenure track positions starting in January or September, 1980. A Ph.D. in Computing Science (or equivalent) is required with specialization in one or more of the following areas: Theoretical Computing Science, Interactive Graphics, Software Engineering, Programming Languages and Compilers, Computer Design, Artificial Intelligence, Operating Systems and Systems Programming. Responsibilities will include teaching at the undergraduate and graduate levels, research, and the usual administrative activities. The department has an interactive graphics laboratory including an Evans and Sutherland picture system and also mini-computer, micro-processor, and terminal. The successful candidate will be expected to develop a research program in the area of computer graphics, microprocessors, computer systems, data base systems or programming languages. Responsibilities will include teaching at the undergraduate and graduate levels, research, and some committee work. Salary is negotiable. Send vitae and names of three references to: Prof. J.M. Foltz, Acting Chairperson, Department of Computer Science, Simon Fraser University, Burnaby, B.C. V5A 1S6. Telephone: (604) 291-4277. Please state the area(s) in which you are applying.

**MEMORIAL UNIVERSITY OF NEWFOUNDLAND.** Department of Computer Science. Applications are invited for full-time appointments at the rank of Assistant or Associate Professor level, to begin September, 1980. Applicants should have a Ph.D. in Computer Science, with specialization in the area of computer graphics, microprocessors, computer systems, data base systems or programming languages. Responsibilities will include teaching at the undergraduate and graduate levels, research, and some committee work. Salary is negotiable. Send vitae and names of three references to: Prof. J.M. Foltz, Acting Chairperson, Department of Computer Science, Memorial University of Newfoundland, St. John's, Newfoundland, A1B 8S7 Canada.

**UNIVERSITY OF DTTAWA.** Computer Science Department. The Computer Science Department is seeking applicants for tenure-track positions starting in July, 1980. A Ph.D. in Computer Science (or equivalent) is required with specialization in one or more of the following areas: software engineering, operating systems, computer graphics, theoretical computer science, artificial intelligence, and database systems. Responsibilities will include teaching at the undergraduate and graduate levels, research, and administrative activities. Bilingualism (French and English) would be an asset. Applications will be received until the positions are filled. To apply, send curriculum vitae to: Dr. Tuncer I. Ozyurt, Chairman, Computer Science Department, University of Ottawa, Ottawa, Ontario, K1N 9B4. Under separate cover, please have three referees submit letters of reference on your behalf.

**CANADA. MILITARY COLLEGE OF CANADA.** Computing Centre. The Royal Military College of Canada invites bilingual applicants to apply for a position of programmer/analyst. The successful applicant will hold a Masters Degree in Computer Science or a closely related discipline, will be familiar with Administrative Applications and Timesharing facilities, and will have a solid programming background including assembler language experience. Duties will include the design, implementation and maintenance of programs, assistance to users, and the teaching of one undergraduate computing course per year. This is a renewable term appointment which will be made at the rank of Lecturer. Salary will be commensurate with qualifications and experience. Applicants should send a curriculum vitae and the names of three referees to: Dr. R. J. ADP Director, Royal Military College of Canada, Kingston, Ontario K7L 2W3.

**ROYAL MILITARY COLLEGE OF CANADA.** Centre de traitement des données. Un poste de programmeur-analyste bilingue est ouvert au Royal Military College of Canada. Les candidats doivent avoir une maîtrise en informatique ou dans une discipline très voisine, connaître les ordinateurs travaillant en partage du temps et les emplois possibles d'un ordinateur dans le domaine administratif, et avoir une solide expérience en programmation, y compris dans celle des programmes d'assemblage. Le titulaire doit, entre autres, concevoir, mettre en application et tenir à jour les programmes, aider les utilisateurs et donner un cours d'informatique de premier cycle par an. Il est engagé sous contrat renouvelable et le statut de chargé de cours. Le traitement dépend des titres justifiés et de l'expérience. Les candidats sont priés d'envoyer un curriculum vitae ainsi que le nom de trois personnes connaissant leur travail et leurs études, et de leur adresser les lettres de référence.

fidetial au: Dr. R. Benesch, Directeur du TAD, Royal Military College of Canada, Kingston, Ontario K7L 2W3.

## CRIMINOLOGY

**UNIVERSITY OF OTTAWA.** Department of Criminology. Subject to budgetary approval, one position to be filled in 1980-81 in the master's program in criminology. Vacancy in Canadian criminal policy, methodology, corrections. Position involves teaching, research and participation in University activities. Preference given to Canadian citizen able to teach in English and French and holding a Ph.D. Those near completion can be considered. Salary negotiable within established guidelines. Applications along with curriculum vitae and names of three (3) references may be sent before February 29, 1980, to Dr. J. Laplante, Chairman, Department of Criminology, University of Ottawa, Ottawa, Ontario K1N 6N5.

**UNIVERSITY OF OTTAWA.** Département de criminologie. Sujet à l'acceptation des budgets, un poste à combler au programme de maîtrise en criminologie à compter de 1980-81. Enseignement à donner dans le domaine de la politique criminelle canadienne, de la méthodologie et de la participation en activités de recherche. La préférence est donnée à la personne possédant un Ph.D. et capable d'enseigner en français et en anglais. Les personnes près de compléter leur diplôme peuvent être considérées. Le salaire est négociable à l'intérieur des normes de la convention collective. Les applications, accompagnées d'un curriculum vitae, et des noms de trois (3) répondants, peuvent être envoyées, avant le 29 février 1980, au Professeur J. Laplante, Directeur, Département de criminologie, Université d'Ottawa, Ottawa, Ontario K1N 6N5.

**UNIVERSITÉ D'OTTAWA.** Département de criminologie. Sujet à l'acceptation des budgets, un poste à combler au programme de maîtrise en criminologie à compter de 1980-81. Enseignement à donner dans le domaine des systèmes de justice pénale canadiens et comparés et/ou dans le domaine du droit pénitentiaire ou de l'administration correctionnelle. Le poste implique l'enseignement, la recherche et la participation à la vie universitaire. La préférence est pour un citoyen canadien, bilingue (français et anglais) possédant un Ph.D. ou étant sur le point de l'avoir. Le salaire est négociable à l'intérieur des normes de la convention collective. Les applications, accompagnées d'un curriculum vitae, et des noms de trois (3) répondants, peuvent être envoyées, avant le 29 février 1980, au Professeur L. Laplante, Directeur, Département de criminologie, Université d'Ottawa, Ottawa, Ontario K1N 6N5.

**UNIVERSITY OF OTTAWA.** Department of Criminology. Subject to budgetary approval, one position to be filled in 1980-81 in the master's program in criminology. Vacancy in Canadian and comparative criminal justice systems, and either correctional law or correctional administration. Position involves teaching, research and participation in University activities. Preference given to Canadian citizen able to teach in English and French and holding a Ph.D. Those near completion can be considered. Salary negotiable within established guidelines. Applications along with a curriculum vitae and names of three (3) references may be sent before February 29, 1980, to Dr. J. Laplante, Chairman, Department of Criminology, University of Ottawa, Ottawa, Ontario K1N 6N5.

## DANCE

**SIMON FRASER UNIVERSITY.** Centre for the Arts. Dance position. Simon Fraser University expects to make a faculty appointment in Dance at the rank of assistant professor effective September 1980. Primary responsibilities are to teach all levels of contemporary dance technique, improvisation, and related academic areas. Proven dance major program within a disciplinary Fine and Performing Arts Department. Qualifications should include substantial professional teaching and performing experience. University degrees and additional qualifications in dance related academic areas are desirable but not essential. Salary: \$19,720. Letters of application should be sent to Professor Evan Alderson, Director, Centre for the Arts, Simon Fraser University, Burnaby, British Columbia V5A 1S6.

## ECONOMICS

**BROCK UNIVERSITY.** Department of Economics. Applications are invited for a tenure stream appointment to teach undergraduate



theory and one other area of specialization beginning July 1, 1980. Rank is open, as is the field of specialization. Preference will be given to applicants with a commitment to research as well as teaching. Salaries are competitive at all ranks. Applications, including curriculum vitae and names of referees, should be sent to Chairman, Recruitment Committee, Department of Economics, Brock University, St. Catharines, Ontario, L2S 3L1. Applications should be received by January 31, 1980.

**UNIVERSITY OF PRINCE EDWARD ISLAND.** Department of Economics. Applications are invited for two faculty positions in the Department of Economics, at the University of Prince Edward Island, at the Assistant, Associate or Full Professor rank. Ph.D. degree, proven scholarship. Background to teach at the undergraduate level in the areas of regional economics, international economics, Canadian economics, problems, labor economics, and economic development, are preferred. Other areas will also be considered. Salary to commensurate with qualifications and experience. Send curriculum vitae, transcripts and three letters of references to Dr. P. Nagarajan, Chairman, Department of Economics, University of Prince Edward Island, Charlottetown, P.E.I. C1A 4P3. Position effective July 1, 1980. Closing date for applications when position filled.

**MCMMASTER UNIVERSITY.** Department of Economics. The Department of Economics at McMaster has one or more visiting positions, the assistant or associate professor rank for the 1980-81 academic year, commencing July 1, 1980. Applicants are normally expected to have a full-time continuing appointment at another institution. Applications, including curriculum vitae and names of referees should be sent to Dr. J.A. Johnson, Chairman, Department of Economics, McMaster University, Hamilton, Ontario, L8S 4M4.

**MCMMASTER UNIVERSITY.** Department of Economics. The Department of Economics at McMaster has one or more junior positions commencing July 1, 1980, contingent on budgetary approval. Applications, including curriculum vitae and names of referees should be sent to Dr. J.A. Johnson, Chairman, Department of Economics, McMaster University, Hamilton, Ontario, L8S 4M4.

**MCMMASTER UNIVERSITY.** Department of Economics. The Department of Economics at McMaster has an associate professor position commencing July 1, 1980. Candidates are expected to have a proven record of research and be qualified to supervise theses and teach in at least one of the following fields: economic theory, monetary economics, international economics, public finance, and quantitative methods. Applications, including curriculum vitae and names of referees should be sent to Dr. J.A. Johnson, Chairman, Department of Economics, McMaster University, Hamilton, Ontario, L8S 4M4.

**THE UNIVERSITY OF WESTERN ONTARIO.** Department of Economics. The Department requires an Assistant or Associate Professor, Ph.D. desirable, but M.A.'s considered. Excellence in teaching required. Duties include teaching various undergraduate courses in economics including Principles of Economics. Salary floor \$12,100. Appointment effective September 1, 1980. Positions subject to budgetary approval. Closing date for receipt of applications is February 15, 1980. Contact: Professor James Melvin, Chairman, Department of Economics, The University of Western Ontario, London, Ontario, N6A 5C2 Canada.

**THE UNIVERSITY OF WESTERN ONTARIO.** Department of Economics. The Department requires an Assistant or Associate Professor, Ph.D. desirable, but M.A.'s considered. Excellence in teaching required. Duties include teaching various undergraduate courses in economics including Principles of Economics. Salary floor \$12,100. Appointment effective September 1, 1980. Positions subject to budgetary approval. Closing date for receipt of applications is February 15, 1980. Contact: Professor James Melvin, Chairman, Department of Economics, The University of Western Ontario, London, Ontario, N6A 5C2 Canada.

**BRANDON UNIVERSITY.** Department of Economics. Applications are invited for a position at the Assistant or Associate Professor Rank. Candidates with the doctorate, teaching experience, proven scholarship, and the

background to teach at the undergraduate level in the areas of economic history, history of economic thought, the economics of agriculture and economic development are preferred. The salary schedule is still under negotiation. Please send a curriculum vitae and the names of three referees to: Dr. M. Blannar, Dean, Faculty of Arts, Brandon University, Brandon, Manitoba, R7A 6A9. Starting date is September 1, 1980, and applications will be received until the position is filled.

**UNIVERSITY OF CALGARY.** Department of Economics. The Department of Economics, The University of Calgary, invites applications from suitably qualified individuals for faculty positions commencing in the academic year 1980-1981. Appointments may be full or part time and of various durations. Applications from visiting scholars are particularly welcome, and no major field of economics is excluded. Rank and salary open and competitive. Applications containing a vitae and the names of three referees should be sent to Dr. D.L. McLachlan, Head, Department of Economics, The University of Calgary, Alberta, T2N 1N4.

**UNIVERSITY OF GUELPH.** Department of Economics. seeks visiting professors for one year starting September 1, 1980. Rank and salary depend on qualifications. Candidates should have a proven research and publication record and considerable teaching experience. Preferred fields include micro theory, industrial organization, international economics and development. Only qualified persons with other interests will also be considered. Contact: J. Vanderkamp, Chairman, Department of Economics, University of Guelph, Guelph, Ontario, N1G 2W1. Position subject to final budgetary approval.

**TRENT UNIVERSITY.** Department of Economics. Applications are invited for full time faculty positions. Doctorate or near completion required. Undergraduate teaching and research in Theory, Quantitative methods, other fields open. Rank and salary negotiable in accordance with qualifications and experience. Applications, curriculum vitae and names of referees should be addressed to Professor D.C.A. Curtis, Chairman, Department of Economics, Trent University, Peterborough, Ontario, K9J 7B8.

**ALFRED LAURIER UNIVERSITY.** Department of Economics. Vacancy. Rank and salary open and commensurate with qualifications. Ph.D. or near Ph.D. preferably with some teaching experience and publications. Duties include research, interest and teaching at the undergraduate level. Positions offered subject to budget approval. Applications with curriculum vitae and names of three referees should be sent to John Finlay, Chairman, Department of Economics, Wilfrid Laurier University, Waterloo, Ontario N2L 3C5.

## EDUCATION

**MOUNT SAINT VINCENT UNIVERSITY.** Department of Education. The education department of Mount Saint Vincent University invites applications for a full-time position in the newly-designed Reading and Language Centre. 2. Doctorate in reading education or near-completion; experience in teaching and educational assessment and clinical work preferred. 3. Direct the teaching, inservice, curriculum development and remedial programs in the Reading/Language Centre; teach undergraduate and graduate courses in reading and language arts; supervise masters' theses. 4. Rank and salary commensurate with experience. 5. Applications with curriculum vitae along with three referees should be sent to: Dr. Susan Clark, Dean of Human and Professional Development, Mount Saint Vincent University, Halifax, Nova Scotia, B3M 1V4. Anticipated July 1, 1980. 7. Until position is filled.

**BRANDON UNIVERSITY.** Department of Curriculum and Instruction (Humanities). Faculty of Education. Applications are invited for a position in Elementary Language Arts. 1. Successful teaching of elementary level students. 2. 3. Teach Language Arts/Reading/Curriculum Development courses in 4-year B.Ed. and Professional Certification Year. Supervision of student teachers and participation in inservice/continuing education courses may be parts of responsibilities. 4. Rank/Salary. Assistant or Associate Professor, dependent on preparation and experience. 5. Forward vita with names of three referees to: Dr. Dale T. Hayes, Dean, Faculty of Education, Brandon University, Brandon, Manitoba R7A 6A9. 6. Effective date: 31 August 1980. 7. Until closed.

**BRANDON UNIVERSITY.** Department of Curriculum and Instruction (Humanities). Faculty of Education. 1. Applications are invited for a position in Language Arts in Junior/Senior High.

Applicants with supportive preparation and experience in remedial reading, curriculum development or learning disabilities will receive preference. 2. Ph.D./Ed.D. or near completion; successful teaching experience at Junior/Senior High levels is a definite asset. 3. Teach Language Arts/Reading/Curriculum Development courses in 4-year B.Ed. and Professional Certification Year. Supervision of student teachers and participation in inservice/continuing education courses may be parts of responsibilities. 4. Rank/Salary. Assistant or Associate Professor, dependent on preparation and experience. 5. Forward vita with names of three referees to: Dr. Dale T. Hayes, Dean, Faculty of Education, Brandon University, Brandon, Manitoba R7A 6A9. 6. Effective date: 31 August 1980. 7. Until closed.

**SIMON FRASER UNIVERSITY.** Department of Education. Assistant Professor for advanced academic preparation in art, or art education. Experience in public schools teaching involving extensive knowledge of current practice. Active interests in curriculum development and/or research on instruction applied to visual arts. Teaching at graduate and undergraduate levels. Program development, research and publication. Send curriculum vitae and the names of three referees to: Dr. J.W. George Ivany, Dean of Education, Simon Fraser University, Burnaby, B.C. V5A 1S6. The appointment, pending final budget authorization, will begin September 1, 1980. Applications will be accepted to January 31, 1980.

**SIMON FRASER UNIVERSITY.** Department of Education. Assistant Professor in educational media, instructional technology or closely related field. The successful candidate will supervise the refinement and future development of a learning resource centre, will develop and teach graduate and undergraduate courses in media and practice, and will supervise graduate students in the area of educational media, instructional design, and curriculum development. Candidates with a doctorate and with successful administrative experience will be preferred. Send full curriculum vitae and the names of three referees to: Dr. J.W. George Ivany, Dean of Education, Simon Fraser University, Burnaby, B.C. V5A 1S6. The appointment, pending final budget authorization, will begin September 1, 1980. Applications will be accepted to January 31, 1980.

**SIMON FRASER UNIVERSITY.** Department of Education. Assistant professor of mathematics education. Doctorate with some elementary or secondary school teaching experience. Teaching undergraduate and graduate courses and work with student teachers throughout the province. Salary commensurate with qualifications and experience. Subject to budget authorization. Send full curriculum vitae and names of three referees to: Dr. J.W. George Ivany, Dean of Education, Simon Fraser University, Burnaby, B.C. V5A 1S6. The appointment will begin September 1, 1980. Applications will be accepted to January 31, 1980.

**SIMON FRASER UNIVERSITY.** Department of Education. Assistant professor of early childhood education. Doctorate with some elementary or secondary school teaching experience. Teaching undergraduate and graduate courses and work with student teachers throughout the province. Salary commensurate with qualifications and experience. Subject to budget authorization. Send full curriculum vitae and names of three referees to: Dr. J.W. George Ivany, Dean of Education, Simon Fraser University, Burnaby, B.C. V5A 1S6. The appointment will begin September 1, 1980. Applications will be accepted to January 31, 1980.

**SIMON FRASER UNIVERSITY.** Department of Education. Assistant professor, Ph.D. in education with competencies in programs for adult learners. The successful candidate will develop and implement curricula for a wide range of groups, many of whom are not directly connected with schools but who can benefit from instruction in curriculum and teaching. Some experience useful. An active interest in research centred on the problems of adult learning preferred. Salary, pending budget authorization, commensurate with rank and experience. Appointment to start September 1, 1980. Apply by January 31, 1980, with full curriculum vitae and names of three referees to: Dr. J.W. George Ivany, Dean of Education, Simon Fraser University, Burnaby, B.C., V5A 1S6.

## ENGINEERING

**UNIVERSITY OF WATERLOO.** Department of Electrical Engineering. Applications are being accepted for the position of Assistant Professor in one of the following areas: 1) control theory, 2) digital hardware and computers, 3) circuit theory and 4) microwaves and antennas. Applicants must hold a doctorate and some industrial experience would be considered an asset.

The position will involve undergraduate and graduate teaching and graduate student supervision. The successful applicant will be expected to pursue an active program of research compatible with departmental interests. The position will be open until filled, but an appointment for September, 1980 is anticipated. The salary will be commensurate with experience and qualifications. A detailed curriculum vitae, a statement of research and teaching interests and the names of three referees should be sent to: Chairman, Department of Electrical Engineering, University of Waterloo, Waterloo, Ontario, N2L 3G1, Canada. Subject to the availability of funds. First consideration will be given to those applicants who at the time of application are legally eligible to work in Canada for the period covered by this position.

**UNIVERSITY OF ALBERTA.** Engineering Department. Mechanical Engineering-Mineral Engineering. 1. Academic Staff position, joint appointment, rank open. 2. Ph.D. in Mechanical Engineering. 3. To teach courses in the Mining-Mineral Engineering program focusing on Mechanical Engineering and Materials Handling aspects, and develop a research activity in these areas. 4. Commensurate with experience. 5. Dean of Engineering, University of Alberta, Edmonton, Alberta, T6G 2G8. 6. Immediately. 7. When position is filled.

**ROYAL MILITARY COLLEGE OF CANADA.** The Department of Electrical Engineering. The Department of Electrical Engineering, Royal Military College of Canada, Kingston, invites applications for an assistant or associate professor faculty position in the area of computer engineering, signal processing or control. Applicants should possess a doctorate in electrical engineering and be knowledgeable in the computer applications. Responsibilities include undergraduate and graduate teaching, and research. The position is currently available and preferably should be filled by 1 January, 1980. Send resume and names and addresses of three referees to: Dr. A.C. Leonard, Dean of Engineering, Royal Military College of Canada, Kingston, Ontario, K7L 2W3, Tel: (613) 545-7371.

**UNIVERSITY OF ALBERTA.** Department of Mechanical Engineering. The Department of Mechanical Engineering at the University of Alberta has an immediate opening for a faculty position in the area of Design/Industrial Mechanics at either the Assistant or Associate Professor level. Candidates must have a Ph.D. with either professional experience or specific graduate training in these areas. The successful candidate will be expected to have a strong commitment to teaching design at the undergraduate level and be prepared to develop senior design courses at the graduate level. Candidates will be encouraged and expected to develop a good relationship with industry and carry on a viable research program in the general area of design and/or applied mechanics. Applicants should send curriculum vitae and names of at least three referees to: Dr. Donald G. Bellow, Professor and Chairman, Department of Mechanical Engineering, University of Alberta, Edmonton, Alberta, T6E 2G8.

**MCMMASTER UNIVERSITY.** Department of Civil Engineering and Engineering Mechanics. Geotechnical Engineering. Faculty Position Available. The Department of Civil Engineering and Engineering Mechanics at McMaster University will be making a tenure track appointment in the geotechnical engineering field at the Assistant or Associate Professor level, effective July 1, 1980 or as soon as feasible thereafter. Applicants should hold the Ph.D. degree. An interest and experience in experimental soil mechanics research would be an advantage. The successful applicant will be expected to participate in the undergraduate and graduate teaching programs and also conduct research in his field of specialization, salary level commensurate with qualifications and experience. Applications with curriculum vitae and names of three referees should be sent as soon as possible to: Dr. W.K. Tso, Chairman, Department of Civil Engineering and Engineering Mechanics, McMaster University, Hamilton, Ontario, L8S 4L7.

## ENGLISH

**UNIVERSITY OF VICTORIA.** Department of English. Applications are invited for two positions at the rank of assistant professor beginning July 1, 1980. Teaching experience is desirable. Preference will be given to candidates in rhetoric and technical writing, critical theory, and medieval, Canadian and modern literature. The deadline for applications will be 31 December, 1979. Applications are also invited for two appointments of two years as Visiting Assistant Professor beginning 1 July 1980. The deadline will be 31 January, 1980. All applications should



include a c.v. and names of three referees and be addressed to Dr. Edward Berry, Acting Chairman, Department of English, University of Victoria, P.O. Box 1700, Victoria, B.C. V8W 2Y2.

## FILM

**SIMON FRASER UNIVERSITY.** Centre for the Arts. Film position. Simon Fraser University expects to make two faculty appointments in Film. One of these will be a continuing tenure-track appointment with an initial contract of three years, at the rank of associate or assistant professor. The other appointment will be as a visiting assistant professor for one or two year term. Both positions will involve teaching in a production-centred film program. The two individuals will together be responsible for introducing students to the film medium, teaching fundamentals of the craft and guiding student productions in 16mm format. Qualifications for both positions should include substantial professional experience and a demonstrated ability to teach the craft of film at all levels. Candidates should be prepared to accept faculty responsibilities within an interdisciplinary fine and performing arts department. Duties to begin September 1, 1980. Letters of application should be sent to Professor Evan Alderson, Director, Centre for the Arts, Simon Fraser University, Burnaby, British Columbia, V5A 1S6.

## FINE ARTS

**UNIVERSITY OF GUELPH.** Department of Fine Art. The University of Guelph, Department of Fine Art, seeks a teacher of painting for foundation and advanced courses. This is a tenure-track position. Appointment subject to final budgetary approval. Interest in other media an asset. Prior teaching experience and an extended exhibition record essential. Salary and rank according to qualifications. Send applications to Dr. G. Todd, Acting Chairman, Department of Fine Art, University of Guelph, Guelph, Ontario, N1G 2W1.

**UNIVERSITY OF GUELPH.** Department of Fine Art. Applications are invited for two openings in Art History, one in the 17th and 18th Century European Art, the other in 19th Century European Art. One appointment will be tenure-track, the other a 9-month contractually limited appointment. All other things being equal, the tenure-track appointment will be offered to the best overall candidate, measured in terms of the needs of the program. Preference will be given to an established scholar. Salary and rank in both cases dependent upon qualifications and experience. Both appointments subject to final budgetary approval. Send applications to Dr. G. Todd, Acting Chairman, Department of Fine Art, University of Guelph, Guelph, Ontario, N1G 2W1.

**SIMON FRASER UNIVERSITY.** Women's Studies Program. The Women's Studies Program and the Centre for the Arts at Simon Fraser University expect to make a tenure-track joint appointment at the rank of Assistant Professor for September, 1980. The candidate should have critical and theoretical interests in both Fine Arts and Women's Studies. Areas of specialization include Art History, Film History and Theory, or historical and critical interest in other arts. The candidate would be expected to teach existing courses and contribute to curriculum development in both interdisciplinary programs. Preference will be given to candidates with teaching experience in Women's Studies and Fine Arts. Send application with a curriculum vitae and names of three referees to: Meredith Kimball, Co-ordinator, Women's Studies Program, Simon Fraser University, Burnaby, B.C., V5A 1S6 by February 15, 1980. \*Appointment subject to budgetary approval.

## GEOGRAPHY

**QUEEN'S UNIVERSITY.** Department of Geography. Assistant Professor. Replacement appointment (non-renewable) for up to three years. To commence September 1, 1980. Salary according to University scale. Cultural geographer whose teaching and research interests will enhance our programmes at the undergraduate and graduate levels. Applicants with research experience in the non-Western world and who can contribute to the study of development are especially invited. Candidates of both sexes are equally encouraged to apply and should submit their application, with full curriculum vitae and the names of three referees to: Dr. Brian S. Osborne, Department of

Geography, Queen's University, Kingston, Ontario, K7L 3N6. Applications will be received until position is filled.

**LAKEHEAD UNIVERSITY.** Geography Department. 1. Lecturer or Assistant Professor, urban and quantitative methods with secondary interest in economic and/or recreation. 2. Preference given to applicants with Ph.D. in geography or related field and previous teaching experience. 3. Teach undergraduate courses in urban, economic and quantitative methods, and to assist in supervision of Honours dissertations in these fields. 4. Salary commensurate with experience and academic record. 5. Applications to: Mr. D.E. Ayre, Secretary of the University, Lakehead University, Thunder Bay, Ontario P7B 5E1. 6. (a) Seasonal position January 1st, 1980-April 30th, 1980; (b) One year term position July 1st, 1980-June 30th, 1981 with teaching duties in Spring Session. 7. Closing date for applications for the Winter Session position is January 11, 1980.

**UNIVERSITY OF VICTORIA.** Department of Geography. Assistant professor-Recreational Resources Geography Experience to teach courses on recreational resources. Ability in teaching and supervising water resources, and introductory courses desirable. Ph.D. required. Appointment effective 1 July, 1980. Salary subject to qualifications. Floor level of Assistant Professor rank \$19,350. Send curriculum vitae and the names of 3 referees to: Dr. W.R. Derrick Sewell, Chairman, Department of Geography, University of Victoria, Victoria, B.C. V8W 2Y2. Closing date for applications is 31 January, 1980.

**UNIVERSITY OF VICTORIA.** Department of Geography. Assistant professor-cartography. Ability to teach courses in cartography at the introductory and advanced level, and capability to co-ordinate and develop a programme in the field of analytical techniques, including air photo interpretation, surveying, and remote sensing. Experience in teaching introductory general courses in geography also desirable. Ph.D. required. Appointment effective 1 July, 1980. Floor level of Assistant Professor \$19,350. Send curriculum vitae and the names of 3 referees to: Dr. W.R. Derrick Sewell, Chairman, Department of Geography, University of Victoria, Victoria, B.C. V8W 2Y2. Closing date for applications is 31 January, 1980.

## GEOLOGY

**UNIVERSITY OF BRITISH COLUMBIA.** Department of Geological Sciences. Applications are invited for a tenure-track position, preferably at the Assistant Professor level, in paleontology and biogeography. Teaching duties include undergraduate courses in stratigraphy and paleontology and a graduate course in the field of specialization, which may be either macro- or micropaleontology. Preference will be given to a recent Ph.D. with post-doctoral or teaching experience who will develop an active research program involving biostratigraphic problems in western or Arctic Canada. Salary negotiable. Appointment to begin July 1, 1980 or earlier. Send curriculum vitae and names of three referees to: Dr. W.C. Barnes, Department of Geological Sciences, University of British Columbia, 2075 Wesbrook Place, Vancouver, British Columbia, V6T 1W5.

## HEALTH ADMINISTRATION

**UNIVERSITY OF TORONTO.** Health Administration Department. Title of Position: Assistant or Associate Professor of Health Administration (Organizational Behaviour). Qualifications required: Advanced degree in one of the disciplines related to organizational behaviour. Knowledge of organizational behaviour as it relates to the health sector. Teaching experience at the graduate level. Research experience in organizational behaviour preferably as it relates to health. Nature of Duties: Teaching beginning and advanced courses in theory of health administration to graduate students in health administration and community health and epidemiology. Supervision of graduate students in M.Sc. program in health administration. Research activities on an individual and collaborative basis in the health field. Salary: Negotiable. Person to whom enquiries should be sent: Eugene Vayda, M.D., Professor and Chairman, Department of Health Administration, Faculty of Medicine, University of Toronto, 2nd Floor, McMurich Building, Toronto, Ontario, Canada M5S 1A8. Effective Date of Appointment: July 1, 1980 to October 1, 1980. Closing date for receipt of applications: When position is filled.

## HISTORY

**SIMON FRASER UNIVERSITY.** Women's Studies Program. The Women's Studies Program and The Department of History at Simon Fraser University expect to make a tenure-track joint appointment at the rank of assistant professor for September, 1980 (appointment subject to budgetary approval). The candidates should be capable of teaching Canadian social history and Canadian women's history. Preference will be given to applicants who are eligible for employment in Canada at the time of application. Ph.D. preferred. Salary will be commensurate with qualifications. Send application with the curriculum vitae and names of three referees to: Meredith Kimball, Co-ordinator, Women's Studies Program, Simon Fraser University, Burnaby, B.C., V5A 1S6 by January 18, 1980.

**SIMON FRASER UNIVERSITY.** Department of History. The Department of History at Simon Fraser University is seeking candidates for the following position. Disposition is subject to budgetary constraints. Preference is given to applicants who are eligible for employment in Canada at the time of applications. This is a sabbatical replacement appointment for the period 1 May, 31 December, 1980. An assistant professor, visiting in modern European history. Ph.D. preferred. Salary will be at 80 per cent of base higher dependent upon qualifications. Submit curriculum vitae and three referees names to: Douglas Cole, Chairman, Department of History, Simon Fraser University, Burnaby, B.C., V5A 1S6. Closing date is 1 February, 1980.

**SIMON FRASER UNIVERSITY.** Department of History. The Department of History at Simon Fraser University is seeking candidates for the following position. Disposition is subject to budgetary constraints. Preference is given to applicants who are eligible for employment in Canada at the time of application. This is a sabbatical replacement appointment for the period 1 May to 31 December, 1980. An assistant professor, visiting, in Canadian history. Ph.D. preferred. Salary will be at 80 per cent of base or higher, dependent upon qualification. Submit curriculum vitae and three referees names to: Douglas Cole, Chairman, Department of History, Simon Fraser University, Burnaby, B.C., V5A 1S6. Closing date is 1 February, 1980.

**UNIVERSITY OF VICTORIA.** Department of History. Applications are invited for a summer session appointment (July to mid-August) at the assistant to full professor level in modern Chinese history. Applicants should have a Ph.D., publications, and teaching experience at the advanced undergraduate and graduate levels. Duties include the teaching of a senior undergraduate course, modern history (1700 to the present), and offering research assistance to graduate students. Salary, depending on rank: \$2,870 to \$3,090 plus 4 per cent vacation pay and travel allowance. Applications should be sent, by January 15, 1980 to Dr. W.T. Woolley, Chairman, Department of History, University of Victoria, Victoria, B.C., V8W 2Y2.

**SIMON FRASER UNIVERSITY.** Department of History. The Department of History at Simon Fraser University is seeking candidates for the following position. This position is subject to budgetary constraints. Preference is given to applicants who are eligible for employment in Canada at the time of application. Appointment to begin September 1, 1980. An Assistant Professor, tenure track appointment, with a research specialty in Western Canadian, preferably British Columbia, history, able to teach courses in the history of British Columbia and of the Prairie West. Graduate instruction and supervision, especially in British Columbia history, will also be required. Ph.D. preferred. Salary commensurate with qualifications. Submit curriculum vitae and names of at least three referees to: Dr. Douglas Cole, Chairman, Department of History, Simon Fraser University, Burnaby, B.C. V5A 1S6. Closing date for applications is January 7, 1980.

**UNIVERSITY OF PRINCE EDWARD ISLAND.** Department of History. 1. The department of history is seeking a visiting professor to teach a course in Nationalism in the Modern World during the summer session, 1980. 2. Ph.D., teaching experience and publications in the field. 3. Six week course at senior level. 4. \$2,300, plus travelling expenses. 5. Chairman, Department of History, University of Prince Edward Island, Charlottetown, P.E.I. C1A 4P3. 6. July, 1980. 7. When filled.

## INDUSTRIAL/LEGAL RELATIONS

**UNIVERSITY OF SASKATCHEWAN.** Department of Industrial Relations and Organizational

Behavior. Position Available: Applications are invited for a full-time faculty position in Organizational Behaviour. Responsibilities: (1) Teaching at the undergraduate and graduate level in Organizational Behaviour and, if qualifications and experience warrant, possibly in Industrial Relations and Personnel Management. (2) Research leading to acceptance for forms of publication. Qualifications: Requirements: Candidates must hold a Ph.D. degree or be at the completion stage of a degree which has as its focus the study of Organizational Behaviour. Study, research, and teaching experience in industrial relations and in the behavioural sciences would also be appropriate. Salary and Effective Date of Appointment. Will be competitive and based upon academic qualifications, including prior teaching experience, business experience, and research and publication record. To be effective as soon as possible. Subject to budgetary confirmation. Interested candidates should send resumes to: Professor P.Y. Walsley, Department of Industrial Relations and Organizational Behavior, College of Commerce, University of Saskatchewan, Saskatoon, S7N 0W0.

**THE UNIVERSITY OF ALBERTA.** Department of Industrial and Legal Relations. Faculty of Business Administration and Commerce. Applications are invited for a full-time, tenure-track position in the Department of Industrial and Legal Relations. The degree further training in law or in a related discipline is highly desirable. The Department offers programs of study in both industrial relations and legal relations, the latter being a new and developing field in Canada which provides a broadly-based interdisciplinary approach to legal studies in business and society. The successful applicant will participate in course and program development. The position is available immediately. Applications should include a curriculum vitae and the names of at least three referees, and should be sent to Professor Michael Park, Department of Industrial and Legal Relations, 320 Athabasca Hall, The University of Alberta, Edmonton, Alberta, Canada T6G 2G1; telephone, (403) 432-5367.

## LANDSCAPE ARCHITECTURE

**UNIVERSITY OF GUELPH.** School of Landscape Architecture. Applicants are invited for a position in Landscape Architecture. Qualifications: M.L.A. or B.L.A. with advanced degrees in a related field. Minimum three years teaching experience and/or substantial professional experience. Ability to teach landscape design and construction. Additional expertise and ability to teach in one of the following areas: airport/interpretation; computer applications in landscape architecture; regional and/or urban planning; recreation planning. Teaching introductory courses in landscape architectural design at both undergraduate and graduate level. Teaching landscape architecture. Teaching in one additional area within landscape architecture. Conditions: Salary open to negotiation. This is a probationary appointment on either a full or part-year basis commencing August 1, 1980. Applications, together with appropriate resume and two letters of reference should be submitted by February 1, 1980. Send inquiries to: Director, School of Landscape Architecture, University of Guelph, Guelph, Ontario, Canada. N1G 2W1. Position subject to final budgetary approval.

## LANGUAGES

**UNIVERSITY OF WATERLOO.** Département de français. Le Département de français de l'Université de Waterloo fait appel aux candidatures en vue de l'attribution d'un poste de Professeur Adjoint de langue française et de linguistique appliquée. La durée du contrat sera d'un an ou de trois ans, selon les qualifications et états de service du candidat. Les fonctions comportent l'enseignement de la langue française aux étudiants du premier cycle et des cours de linguistique romane (française) au niveau supérieur du baccalauréat et à celui de la maîtrise. Le titulaire agira en outre en tant que conseiller pour l'utilisation rationnelle du laboratoire de langue et dans le domaine des expériences d'enseignement partiellement informelles. Le traitement minimum du Professeur Adjoint est de (Barème de 79/80) \$18,400, la rémunération réelle sera établie en fonction des qualifications et états de service du candidat. Entrée en fonction au 1er juillet 1980. Les demandes doivent être envoyées au plus tard le 30 janvier 1980 à l'adresse suivante: Professeur J.R. Dugan, Directeur de Département de français, Université de Waterloo, Waterloo, Ontario, Canada, N2L 3G1. N.B.: Cette offre est sans engagement formel jusqu'à confirmation des décisions nécessaires en matière d'allocation



de crédits. Les demandes émanant des candidats en possession d'une autorisation légale, valable pendant toute la durée de la période considérée pour ce poste, d'occuper au Canada un emploi rémunéré, seront envisagées en priorité.

**UNIVERSITY OF ALBERTA.** Department of Languages. Assistant Professor in Italian. Strong preparation in at least two periods of Italian literature. Ph.D., teaching excellence and near-native fluency essential. Language and literature courses at undergraduate and graduate levels. 79-80 floor: Assistant, \$19,696; appointment will be at first or second step above floor. Applications are to be sent to Professor J.A. Creore, Chairman, Department of Romance Languages, The University of Alberta, Edmonton, Alberta, T6G 2E6, and will be accepted until the position is filled. The University of Alberta is an equal opportunity employer.

## LAW

**CARLETON UNIVERSITY.** Department of Law. Associate Professor of Law. Candidates must have doctorate degree in law and either professional law qualifications or at least five years' law teaching experience. Must be able to teach law courses at the introductory level, and in the tax and commercial law fields. Previous law teaching experience at the undergraduate level and interest in multidisciplinary research, are highly desirable. Send applications, including curriculum vitae and names of three referees, to: D.W. Elliott, Chairman, Department of Law, Carleton University, Ottawa, Ontario, K1S 5B6. Effective date of appointment, July 1, 1980. Closing date of applications: December 31, 1979. Position subject to budgetary approval.

**UNIVERSITY OF ALBERTA.** Faculty of Law. One Senior and one Junior full-time Faculty position available. Senior applicants should be experienced full-time academics with a proven record of teaching and research. Excellent opportunity. The University of Alberta is an equal opportunity employer. Application should be made to Dean F.D. Jones, Q.C., c/o The Faculty of Law, Law Centre, University of Alberta, Edmonton, Alberta, T6G 2H5.

## LIBRARY SCIENCE

**UNIVERSITY OF SASKATCHEWAN.** Library Department. Applications are invited for a Reference Librarian in the Education Branch Library. The successful candidate will have a degree from an accredited library education program, post secondary training in Education preferred. The candidate should have a commitment to teaching library skills on a one-to-one basis as well as to groups and an interest in computerized reference services. Duties will include reference service, orientation, bibliographic instruction, and on-line searching. The position is available from September 1, 1979. It will be filled at the rank of Librarian I or II, depending on qualifications and experience. Librarians are members of the Faculty Association. The position is open until filled. The current salary range is \$13,357 to \$20,896 (currently under negotiation). Applicants should send a complete resume, including the names of three referees, to: J.D. Teskey, Library Personnel Officer, Main Library, University of Saskatchewan, Saskatchewan, Canada S7N 0W0.

**UNIVERSITY OF TORONTO.** Faculty of Library Science. Assistant Professor to teach basic and advanced courses in one or more of the following areas: computer applications in libraries, general information science, bibliographic services, media librarianship. Qualifications: Doctorate completed or nearing completion in library/information science, or in a related discipline with an M.L.S.; appropriate professional experience required, teaching experience desirable. Background in computer science or technical experience in an automated library system essential for first area. Current minimum salary: \$17,400. Position open January 1, 1980; 2-year contractual appointment. Send curriculum vitae and names of three referees to: Dr. Katherine H. Parker, Faculty of Library Science, University of Toronto, 140 St. George Street, Toronto, Ontario, M5S 1A1.

**DALHOUSIE UNIVERSITY.** Library. Director, Editorial Services. The Library is seeking an individual to provide editorial and bibliographic services at Dalhousie University. The position involves editing research manuscripts for publication or conference presentation, and assisting with the preparation of grant applications. Some instruction in technical writing for inexperienced authors is also required. Candidates should have a strong background in written communication and a familiarity with medical/scientific terminology. Excellent interpersonal skills are essential. Salary commensurate with experience and qualifications. Letters of application and resumes may be sent to: Mrs. Ann D. Nevill, Health Sciences Librarian, W.K. Kellogg Health Sciences Library, Sir Charles Tupper Building, Dalhousie University, Halifax, Nova Scotia, B3H 4H7.

## MANAGEMENT

**UNIVERSITY OF CALGARY.** Faculty of Management. The University of Calgary, Faculty of Management, is seeking qualified candidates to fill positions in all areas including Accounting, Policy and Environment, Finance, Industrial Relations, Management, Management Science and Management Information Systems, and Marketing, beginning July 1, 1979. Ph.D. or D.B.A. preferred. Rank and salary based on qualifications and experience. Applications should be addressed to: Dr. George S. Lane, Dean, Faculty of Management, The University of Calgary, Calgary, Alberta, T2N 1N4.

**THE UNIVERSITY OF CALGARY.** Faculty of Management. The University of Calgary, Faculty of Management, is seeking qualified candidates to fill positions in all areas including Accounting, Policy and Environment, Finance, Industrial Relations, Management, Marketing, Management Science and Management Information Systems beginning July 1, 1980. Ph.D. or D.B.A. preferred. Rank and salary based on qualifications and experience. Applications should be addressed to: Dr. George S. Lane, Dean, Faculty of Management, The University of Calgary, Calgary, Alberta, T2N 1N4.

**UNIVERSITY OF TORONTO.** Faculty of Management Studies. Applications are invited for a position as Assistant or Associate Professor of Business Policy at the Faculty of Management Studies, University at Toronto, available July 1, 1980. This is a tenure stream appointment. Salary range is \$19,000 to \$25,000 depending upon qualifications and the level of the appointment. Candidates should possess a doctorate or be near completion. Both experienced and inexperienced applicants are invited. Teaching duties will be solely at the graduate level. Applications should be submitted to: Professor J.P. Siegel, Associate Dean (Academic), Faculty of Management Studies, 246 Bloor Street West, Toronto, Ontario Canada M5S 1V4.

## MATHEMATICS

**UNIVERSITY OF TORONTO.** Department of Mathematics. Scarborough College. Academic Group. Applications are invited for a tenure stream, Assistant Professor appointment in Mathematics. Duties include undergraduate teaching, graduate teaching (at the University's main campus), and research. Available from July 1, 1980. Please send curriculum vitae including a statement of current research activity and names of three referees to: Professor John E. Dove, Chairman, Physical Sciences Division, Scarborough College, University of Toronto, West Hill, Ontario, Canada, M1C 1A4.

**MEMORIAL UNIVERSITY OF NEWFOUNDLAND.** SIR WILFRED GRENFELL COLLEGE. Department of Mathematics. 1. Undergraduate teaching position. 2. The College offers a complete range of courses at the first- and second-year university levels. 3. Ph.D. in Mathematics required. 4. Salary and rank dependent upon qualifications and experience. 5. Curriculum vitae and names of three referees to: Mr. E.J.F. Hodgett, Vice-Principal, Memorial University of Newfoundland, Sir Wilfred Grenfell College, Corner Brook, Newfoundland, 6. January, 1980.

**UNIVERSITE LAVAL.** Département de mathématiques. Professeur d'actuariar. Poste: professeur à plein temps. Contrat initial de 3 ans renouvelable. En particulier serait recevable la candidature d'un Fellow de l'Institut Canadien des Actuaires possédant un diplôme de 2e cycle et 3 années d'expérience ou un diplôme de 1er cycle et 5 années d'expérience. Salaire: Selon l'expérience conformément à la convention collective. Veuillez faire parvenir votre demande, accompagnée d'un curriculum vitae et de deux lettres de recommandation, avant le 31 décembre 1979 à l'adresse suivante: Michel Fortin, Directeur, Département de mathématiques, Université Laval, Québec, G1K 7P4.

## MEDICINE

**THE UNIVERSITY OF BRITISH COLUMBIA.** Department of Medical Genetics. The Department of Medical Genetics of the University of British Columbia, Canada, invites applications for a faculty appointment from individuals with demonstrated excellence in research in the field of population or quantitative genetics. Candidates should be capable of developing and teaching courses in population genetics. The position is available July 1, 1980. Members of this Department act as consultants to the Health Surveillance Registry of British Columbia and, through the Division of Vital Statistics of the Province, have a record linkage project which together provide a unique data base for research. Applicants should send an up-to-date curriculum vitae and names of three references, by January 1st, 1980, to: Dr. P.A. Baird, Department of Medical Genetics, Faculty of Medicine, University of British Columbia, Vancouver B.C. V6T 1W5, Canada. The University of British Columbia offers equal opportunity for employment to qualified male and female candidates.

**UNIVERSITY OF TORONTO.** Department of Pathology. Hospital Department: Pathology. University Title: Assistant Professor X4. Hospital Title: Paediatric Pathologist. Qualifications required: Recognized specialist—qualification in a clinical discipline in one of the following areas: Electron Microscopy, Perinatal Pathology, Immunopathology and Renal Pathology, and Cardiovascular and/or Pulmonary Pathology. Nature of Duties: Hospital diagnostic pathology and research pathology. Salary: commensurate with experience. Person to whom enquiries should be sent: Dr. M. James Phillips, Pathologist-in-Chief, The Hospital for Sick Children, 555 University Avenue, Toronto, Ontario, Canada M5S 1X8. Effective date of Appointment: As soon as suitable candidate is available. Closing Date for receipt of Applications: December 31, 1979.

**UNIVERSITY OF TORONTO.** Department of Paediatrics. Hospital Department: Paediatrics. Position Information Centre. University Title: Associate Professor or Professor. Hospital Title: Medical Director. Qualifications required: Paediatrician with training or experience in Clinical Toxicology and/or Pharmacology. Nature of Duties: To direct regional and newly-recognized provincial paediatric centres. Salary: Commensurate with qualifications and experience. Person to whom enquiries should be sent: Dr. T.J. Egan, Director of Ambulatory Services, The Hospital for Sick Children, 555 University Avenue, Toronto, Ontario M5S 1X8. Closing Date of Appointment: To be negotiated. Closing date for receipt of applications: December 31, 1979.

**MEMORIAL UNIVERSITY OF NEWFOUNDLAND.** Faculty of Medicine. The Faculty of Medicine at Memorial University of Newfoundland invites applications for a position as Research Fellow within the Discipline of Medicine. The successful candidate will commence activities on July 1, 1980, under the supervision of Faculty Members of the Discipline. Duties will ordinarily include graduation from Medical School plus at least three years of postgraduate training, or alternatively, completion of Ph.D. program with research interests in an area of Internal Medicine. Remuneration will ordinarily be at the salary rate offered by the Medical Research Council of Canada. Inquiries, accompanied by a curriculum vitae and a statement of research activities, should be forwarded to: Dr. G.B. Adams, Acting Chairman, Discipline of Medicine, Memorial University of Newfoundland, Health Sciences Centre, St. John's, Newfoundland, A1B 3V6.

**UNIVERSITY OF TORONTO.** Faculty of Medicine. Department: Rehabilitation Medicine. Title: Lecturer—full time. Qualifications required: Bachelor's or higher degree. Nature of duties: Teaching at undergraduate level, supervision of students in clinical placements, and some administrative duties. Salary: \$18,000. Person to whom enquiries should be sent: Professor I. Robinson, Director, Division of Occupational Medicine, Faculty of Medicine, University of Toronto, Ontario, M5S 1A8. Effective date of appointment: January 1, 1980. Closing date for receipt of applications: December 31, 1979.

**UNIVERSITY OF SASKATCHEWAN.** Department of Microbiology. A regular tenure track position as an Assistant or Associate Professor is available commencing as soon as possible for an M.D. or a Ph.D. with a minimum of two years postdoctoral training in microbial physiology or in infectious disease. Send curriculum vitae and names of three referees to: Dr. David Eldridge, Head, Department of Microbiology, University of Saskatchewan, Saskatoon, Saskatchewan, Canada S7N 0W0. Closing date for receipt of applications is November 30, 1979.

**NORTHERN ALBERTA PROGRAMME FOR**

**THE PREVENTION OF HEREDITARY DISEASES.** Department of Paediatrics. Genetics Clinic. 1) Clinical Geneticist with experience in genetic evaluation and counselling, and an interest in undergraduate teaching and research. 2) Biochemical Geneticist to direct a Provincial metabolic screening laboratory and coordinate follow-up and management of cases. Strong research orientation preferred. 3) Nurse Coordinator. Duties include data collection and pedigree drawing, follow-up questionnaires or visits, in-service and undergraduate teaching, public education, and bibliographic searches. Suitable candidate with Master's degree will also be appointed to Faculty of Nursing at the level of instructor or assistant professor. 4) Cytogenetics Technician, BSc with experience in chromosome banding and/or amniotic fluid cell culture techniques. Send curriculum vitae and 3 references to: Director, Northern Alberta Programme for the Prevention of Hereditary Diseases, 4th Floor Clinical Sciences Bldg., Edmonton, Alberta, T6G 2G3.

## MUSIC

**UNIVERSITY OF VICTORIA.** Department of Music. Position: Lecturer. Piano instructor. Qualifications: M.Mus. preferred. Teaching experience is essential. Duties: Individual instruction of non-performance music majors. Salary: 1979-80 floor: \$15,385. Appointment date: July 1, 1980. Duties begin September 1, 1980. Closing date: December 31, 1979. Apply to: Professor Rudolf Komorous, Director, School of Music, University of Victoria, Victoria, British Columbia, Canada, V8W 2Y2. Telephone: (604) 477-6911, local 4499.

**UNIVERSITY OF VICTORIA.** Department of Music. Position: Assistant Professor. Qualifications: Ph.D. specialising in 19th and 20th century music. Publications and university teaching experience at both graduate and undergraduate levels are assumed. Duties: graduate and undergraduate courses and seminars. Salary: 1979-80 floor: \$19,350. Appointment date: July 1, 1980. Duties begin September 1, 1980. Closing date: December 31, 1979. Apply to: Professor Rudolf Komorous, Director, School of Music, University of Victoria, Victoria, British Columbia, Canada, V8W 2Y2. Telephone: (604) 477-6911, local 4499.

**THE UNIVERSITY OF WESTERN ONTARIO.** Department of Music History. The Department requires an Assistant Professor, subject to the availability of funds. Should possess a Ph.D., with special qualifications in the fifteenth and sixteenth centuries and collegium musicum. Duties to include undergraduate and graduate teaching, and research. Salary is commensurate with qualifications. (1979-80 salary floor \$17,850). The date of the appointment is July 1, 1980, and the closing date for applications is February 1, 1980, or until position is filled. Inquiries should be sent to: Dr. Terence Bailey, Chairman, Department of Music History, Faculty of Music, The University of Western Ontario, London, Ontario. N6A 3K7.

**THE UNIVERSITY OF WESTERN ONTARIO.** Department of Music History. The Department requires an Assistant Professor subject to the availability of funds. Should have Ph.D., with special qualifications in the history of opera. Duties to include undergraduate and graduate teaching, and research. Salary is commensurate with qualifications. (1979-80 salary floor \$17,850). The date of the appointment is July 1, 1980, and the closing date for applications is February 1, 1980 or until position is filled. Inquiries should be sent to: Dr. Terence Bailey, Chairman, Department of Music History, Faculty of Music, The University of Western Ontario, London, Ontario. N6A 3K7.

**THE UNIVERSITY OF WESTERN ONTARIO.** Theory and Composition Department. Faculty of Music. The Department requires a Lecturer or Assistant Professor, subject to the availability of funds. Should possess an Advanced degree. Duties to include teaching of undergraduate Theory and as qualified, Electronic Music, Counterpoint, and Orchestration. Salary is commensurate with experience and qualifications. (1979-80 salary floor \$14,355 and \$17,850). The date of the appointment is July 1 or September 1, 1980, and the deadline for applications is when the position is filled. Please send applications to: Dr. Jack Behrens, Chairman, Theory and Composition Department, Faculty of Music, The University of Western Ontario, London, Ontario N6A 3K7.

**MEMORIAL UNIVERSITY OF NEWFOUNDLAND.** Department of Music. Position in theory and high brass (subject to budgetary approval). Qualifications — minimum of Master's degree or equivalent. Experience as music teacher of high brass and expertise in instrumental subjects. Duties: teaching of theory and high brass.



and related courses. Teaching of private lessons in high brass; class instruction in secondary brass (possibly conduct band). Salary and rank according to qualifications and experience. Effective date of appointment September 1, 1980. Closing date for applications February 15, 1980 or when position is filled. Applicants should submit an up-to-date curriculum vitae, a tape recording of a recent performance if available and the names and addresses of three referees to: Mr. Neil van Allen, Acting Head, Department of Music, Memorial University of Newfoundland, St. John's, Newfoundland, A1C 5S7.

## NURSING

**UNIVERSITY OF OTTAWA.** School of Nursing. Positions available for the 1979-80 academic year in: Maternal and Child Nursing, Psychiatric Nursing. Doctorate or Master's Degree in clinical specialty and teaching experience required. Preference will be given to bilingual candidates (French and English). Salary commensurate with preparation. Send curriculum vitae and references as soon as possible to: The Director, School of Nursing, Faculty of Health Sciences, University of Ottawa, 700 King Edward Avenue, Ottawa, Ontario K1N 6N5.

**UNIVERSITY OF NEW BRUNSWICK.** Faculty of Nursing. Position available July 1, 1980 for a teacher in baccalaureate program in Nursing. A.R.S. is Medical-Surgical Nursing, working with senior students in the acute care setting, and classroom teaching. Applicants should be able to qualify for rank of Assistant or Associate Professor. Master's degree essential. Salary will be commensurate with education and experience. Write: Dean L. Leckie, Faculty of Nursing, University of New Brunswick, P.O. Box 4400, Fredericton, N.B. E3B 5A3.

**UNIVERSITY OF SASKATCHEWAN.** College of Nursing, Community Health Nursing Specialist. This position will be a joint appointment between the College of Nursing, University of Saskatchewan and the Department of Health, City of Saskatoon. The purpose is to promote the development within the Department of Health, City of Saskatoon, practice facilities for students involved at the University of Saskatchewan and to do so in a way that protects the quality of service to clients, families and the community. Qualifications: 1. Masters degree with a major in Community Health Nursing. 2. Progressive C.H. Nursing experience in which leadership ability, coordinating ability, teaching skills, and competence as a CHN have been demonstrated. 3. Current registration in Saskatchewan. 4. Evidence of health and emotional stability required for the demands of the position. Salary level in accordance with university policy and the faculty rank for which the candidate is qualified. Applications including a detailed resume and names of three referees should be addressed to: Hester J. Kernen, Professor and Dean, College of Nursing, University of Saskatchewan, Saskatoon, Saskatchewan S7N 0W0.

## PHYSICAL EDUCATION

**MC GILL UNIVERSITY.** Department of Physical Education. Applications are invited for the position of Assistant Professor, commencing January 1, 1980. Doctorate preferred and teaching experience. Responsibilities will include teaching in exercise physiology at the undergraduate and graduate levels as well as some involvement in skills and techniques. Salary dependent on qualifications and experience. Deadline for applications is when position is filled. Interested candidates should submit an application together with a detailed curriculum vitae, official transcripts of undergraduate and graduate work, and the names of two persons who can supply letters of reference to: Professor D.R. Riley, Chairman, Department of Physical Education, McGill University, 475 Pine Avenue West, Montreal, Quebec, H2W 1S4.

## PHYSICS

**MEMORIAL UNIVERSITY OF NEW-FOUNDLAND.** Sir Wilfred Grenfell College. Department of Physics. Undergraduate teaching position. Teach Physics at the first and second year university levels. The College offers a full range of courses at the first and second year levels. Rank: Associate or Assistant Professor. Salary: Dependent upon qualifications and experience. Curriculum vitae and names of three referees to: Mr. E. J. Hodgett, Vice-Principal, Sir Wilfred Grenfell College, University Drive, Corner Brook, Newfoundland, A2H 6P9. Academic year 1980-81.

## PSYCHOLOGY

**MOUNT SAINT VINCENT UNIVERSITY.** Psychology Department. The department of psychology at Mount Saint Vincent University invites applications for a position within the department. Preference will be given to applicants with teaching and research competence in the area of behaviour modification with children, or a more traditional developmental background. 1. Assistant professor or associate professor. 2. Ph.D. 3. Teaching and should be prepared to continue an active program of research in either a community or laboratory setting. 4. Dependent upon qualifications and experience. 5. Applications with curriculum vitae and references should be sent to: Dr. Susan Clark, Dean of Human and Professional Development, Mount Saint Vincent University, Halifax, Nova Scotia, B3M 1V4. 6. July 1, 1980. 7. When position is filled.

**FOUNDLAND.** Department of Psychology. Social/Clinical Psychologist, rank open. Must be qualified to teach courses in Clinical Psychology and be able to contribute to an established applied social programme. Must have an established research programme or extensive graduate experience in the field of Behavioural Medicine. Salary in accordance with rank and qualifications. Starting date is 1 September, 1980 or when filled. Apply to Dr. G.R. Skanes, Head, Department of Psychology, Memorial University of Newfoundland, St. John's, Newfoundland, Canada A1B 3X9. Position subject to availability of funds.

**THE UNIVERSITY OF VICTORIA.** Department of Psychology. Applications are invited for two positions at the assistant professor rank to commence July 1, 1980. These positions are subject to budgetary approval. A Ph.D. is required and preference will be given to applicants with demonstrated teaching and research capability. For position 1, the candidate should have training in experimental, social-personality, research methods. For position 2, which is now being re-advised, the candidate should have training in developmental with specialization on any stage of the life-span. Please send curriculum vitae and names of three referees to: Chairman, Department of Psychology, University of Victoria, Victoria, B.C. Canada, V8W 2Y2. Closing date for applications is February 29, 1980.

**UNIVERSITY OF ALBERTA.** Department of Psychology. Applications are invited for a part-time sessional instructor to teach a new undergraduate course in behavioural genetics. The course involves an examination of the influence of genetic variation on behavioural differences in infrahuman and human populations. From January 7, 1980 to April 30, 1980. Depending upon qualifications, the stipend for this sessional appointment is in the \$1,604.00 - \$2,000.00 range. Applications should be addressed to: Dr. J. Browne, Department of Psychology, 1220, Biological Sciences Centre, The University of Alberta, Edmonton, Alberta, T6G 2E9. This competition is open to all qualified male and female candidates.

**CONCORDIA UNIVERSITY.** The Psychology Department anticipates one or more openings at the level of Assistant or Associate Professor in the following areas: a) Clinical Psychology; Background in development of graduate clinical training. Candidate should be capable of making a significant contribution to the clinical activities of the Department's Applied Psychology Centre. Candidates who also have an active ongoing research program capable of making a contribution to graduate training would be regarded as most desirable. Responsibilities: graduate clinical supervision, undergraduate and graduate teaching, research supervision. b) The Department also anticipates one position in the area of specialty is open. Candidates should have a strong ongoing research program. Responsibilities include graduate and undergraduate teaching, and research supervision. c) The Department anticipates several leave replacement positions for 1980-81. Area of specialty is open. Candidates should forward curriculum vitae, three letters of reference and publication reprints to: Dr. Norman Segalowitz, Chairman, Psychology Department, Concordia University, Arts and Science Faculty, 1455 de Maisonneuve West, Montreal, Quebec H3G 1M8, Canada.

## PUBLIC POLICY

**UNIVERSITY OF MANITOBA.** Department of Public Policy. Applications are invited for a senior position (subject to budgetary approval). Doctorate and/or evidence in business or government desirable. Duties: undergraduate, graduate teaching and research in the areas of public policy and public administration. Applications, including curriculum vitae and names

of three referees, should be sent to: J. Atwell, Head, Department of Public Policy, University of Manitoba, Winnipeg, Manitoba, R3T 2N2. Canadian citizens, landed immigrants and others eligible for employment in Canada at time of application are especially encouraged to apply.

## RECREATION

**UNIVERSITY OF WATERLOO.** Department of Recreation. 1. Assistant or Associate Professor in Recreation Management. 2. Earned doctorate or its near completion in related discipline. 3. Ability to successfully supervise student theses and honour project with a broad interdisciplinary view to graduate and undergraduate instruction and continued involvement and participation in professional organizations with a demonstrated competence and commitment to scholarship. 4. Assistant professor (minimum \$18,400) Associate professor (minimum \$23,900) Salary commensurate with qualifications and experience. 5. Dr. David Ng, Chairman, Department of Recreation, University of Waterloo, Waterloo, Ontario N2L 3G1. Subject to the availability of funds. Until position filled. First consideration will be given to those applicants who at the time of application are legally eligible to work in Canada for the period covered by this position.

**UNIVERSITY OF WATERLOO.** Department of Recreation. Applications are being accepted for the position of a possible opening for Assistant or Associate Professor in Therapeutic Recreation. Qualifications include Ph.D. in Therapeutic Recreation or other related areas of study. A strong research background with the ability to supervise student theses and honours projects. The candidate should have a broad interdisciplinary view in relation to undergraduate teaching. Assistant Professor (minimum \$18,400) Associate Professor (minimum \$23,900). Salary commensurate with qualifications and experience. Applications to be sent to: Dr. David Ng, Chairman, Department of Recreation, University of Waterloo, Waterloo, Ontario N2L 3G1. January 1, 1980. Applicants should file immediately. (Subject to the availability of funds.) First consideration will be given to those applicants who at the time of application are legally eligible to work in Canada for the period covered by this position.

## RELIGIOUS STUDIES

**LAKEHEAD UNIVERSITY.** Religious Studies. An instructor is required for second year level introductory course in World Religions (especially Hinduism, Buddhism, Judaism, and Islam) for Intercession May 1 to June 15, 1980. The course is to be taught from an historical, critical and phenomenological standpoint. Ph.D. preferred. Salary of \$3,105. Applications with c.v. and names of three referees received no later than December 31, 1979 and addressed to: Dr. W. Morris, Chairman, Religious Studies Committee, Lakehead University, Thunder Bay, Ontario P7B 5E1.

## SLAVIC STUDIES

**UNIVERSITY OF OTTAWA.** Department of Slavic Studies and Modern Languages. (Russian) Assistant or associate professor. Minimum requirements: Ph.D. in Russian, teaching experience in language and literature, some experience in graduate studies, publications. The University of Ottawa is a bilingual institution, and preference will be given to candidates who are either bilingual in, or who have excellent knowledge of, both French and English. Letters with curriculum vitae plus names of three referees to: Professor Zbigniew Folejewski, Chairman, Department of Slavic Studies and Modern Languages, University of Ottawa, Ottawa, Ontario, K1N 6N5 Canada.

## SOCIAL WORK

**MEMORIAL UNIVERSITY OF NEW-FOUNDLAND.** School of Social Work. The faculty of the School of Social Work invites applications for Assistant/Associate Professor of Qualitative Development and Planning. Qualification: Ph.D. in Social Work or D.S.W. plus practice and some University teaching. Responsibilities will include teaching at B.S.W. and M.S.W. levels. Salary commensurate with experience and education. Application, Curriculum Vitae and the names of three sources of reference are to be submitted to: Dr. J. Victor Thompson, School of Social Work, Memorial University of Newfoundland, St. John's, New-

foundland, A1B 3X8, or phone: (709) 753-1200, ext. 2165. Closing Date: April 30, 1980. **UNIVERSITY OF BRITISH COLUMBIA.** School of Social Work. The School invites applications for the position of Senior Social Worker, Acute Care Unit, U.B.C. Health Sciences Centre Hospital. Position involves responsibility for planning the development and managing the delivery of social services in a 240 bed treatment and teaching unit opening on campus in 1980. Position includes an appropriate faculty appointment in Social Work; and may also include, depending on the qualifications of the successful candidate, appointment as Director of Social Work for the hospital complex as a whole, involving established social service programs in Psychiatric and Extended Care Units as well as the new Acute Care Unit. Doctorate preferred, M.S.W. degree and relevant experience essential. Salary negotiable. Applications will be accepted until position is filled. Send enquiries and application, including c.v. and names of three referees, to: Dr. George M. Hougham, Director, School of Social Work, University of British Columbia, 1075 Westbrook Mall, Vancouver, B.C. V6T 1W5. Note: The University of British Columbia offers equal opportunity for employment to qualified male and female candidates.

## SOCIOLOGY

**MEMORIAL UNIVERSITY OF NEW-FOUNDLAND.** Department of Sociology. The department is seeking a Visiting Professor for 1980-81 or part thereof. This position is open to all academic ranks and areas of specialization. It is used each year to encourage established scholars to exchange their ideas, perspectives and research problems with our department. Applications before January 31, 1980 to Dr. R.H. Hill, Chairman, Recruitment Committee, Department of Sociology, Memorial University of Newfoundland, St. John's, Newfoundland, A1C 5S7.

**FOUNDLAND.** Department of Sociology. Applications are invited for a regular appointment at the Assistant or Associate level. Completed Ph.D. or an established record of publication are required. All areas of specialization will be considered. Applications, before January 31, 1980 to Dr. R.H. Hill, Chairman, Recruitment Committee, Department of Sociology, Memorial University of Newfoundland, St. John's, Newfoundland, A1C 5S7.

## STATISTICS

**UNIVERSITY OF MANITOBA.** Department of Statistics. A 10-month sessional appointment effective September 1, 1980 may be available pending budgetary approval. The rank and salary would be dependent on qualifications and experience. The duties involved would be to teach at undergraduate as well as graduate level and carry out research and/or consulting in Statistics. Send vitae and at least two letters of reference to: Dr. S.K. Sinha, Acting Head, Department of Statistics, University of Manitoba, Winnipeg, Manitoba, Canada R3T 2N2.

## THEATRE

**UNIVERSITY OF BRITISH COLUMBIA.** Department of Theatre. The Department of Theatre at the University of British Columbia, Vancouver, B.C., Canada, has a vacancy (fully funded) for a costume designer. The appointment will be at the rank of Assistant Professor and the appointee will be expected to design costumes for four or five major productions, teach costume on both the undergraduate and graduate levels, and supervise the costume shop. The successful applicant should have a Master's Degree (or its equivalent), professional experience, and some teaching experience, preferably at the University level. Salary negotiable but in the area of \$20,000 per annum. Please send applications, including an updated curriculum vitae and name of three referees, to: Dr. John Brockington, Head, Department of Theatre, University of British Columbia, Vancouver, B.C. V6T 1W5, Canada. Until filled. Appointment commences July 1, 1980, although duties may not begin until September 1, 1980. Note: The University of British Columbia offers equal opportunity for employment to qualified male and female candidates. **UNIVERSITY OF BRITISH COLUMBIA.** Department of Theatre. The Department of



Theatre at the University of British Columbia, Vancouver, B.C., Canada, as a vacancy (fully funded) for a scholar-teacher in the areas of Theatre History, Dramatic Literature and Criticism. The appointment will be at the rank of Associate Professor or Professor and the appointee will be expected to work on both the undergraduate and graduate level, most specifically in the new Ph.D. program in Theatre History and Criticism. The successful applicant should have a Ph.D., some publication, and at least five years of university level teaching. Salary negotiable but in the area of \$30,000 per annum. Please send applications, including an updated curriculum vitae and name of three referees to: Dr. John Brockington, Head, Department of Theatre, University of British Columbia, Vancouver, B.C. V6T 1W5, Canada. \*Deadline: Until filled: Appointment commences July 1, 1980, although duties may not begin until September 1, 1980. Note: The University of British Columbia offers equal opportunity for employment to qualified male and female candidates.

## VETERINARY MEDICINE

**UNIVERSITY OF SASKATCHEWAN.** Department of Veterinary Pathology. Western College of Veterinary Medicine, University of Saskatchewan, Saskatoon. Instructor required, July 1, 1980 to June 30, 1981, to assist in laboratory instruction in clinical pathology for 3rd and 4th years, as well as a heavy service component. The D.V.M. degree or equivalent is essential with eligibility for licensure in Saskatchewan. Salary range (1978-79) is \$13,278 to \$16,078, the position to be filled when a suitable candidate is found. Reply: send curriculum vitae and names of 3 referees to: Dr. J.H.L. Mills, Department of Veterinary Pathology, Western College of Veterinary Medicine, University of Saskatchewan, Saskatoon, Saskatchewan, S7N 0W0.

**UNIVERSITY OF SASKATCHEWAN.** Department of Veterinary Pathology. Open position for an Assistant/Associate Professor in Veterinary Pathology, the position to be filled permanently when a suitable candidate is found. Position available after July 1, 1980. The D.V.M. or equivalent degree is essential as well as a Ph.D. and eligibility for licensure in Saskatchewan. Responsibilities will include participation in the undergraduate and graduate teaching programs, post mortem service and particularly active participation in a research program. Please submit a letter of application, curriculum vitae and names of 3 referees to: Dr. J.H.L. Mills, Head, Department of Veterinary Pathology, W.C.V.M., University of Saskatchewan, Saskatoon, Saskatchewan, Canada, S7N 0W0. Applications accepted until the position is filled, subject to budgetary confirmation.

**UNIVERSITY OF SASKATCHEWAN, WESTERN COLLEGE OF VETERINARY MEDICINE.** Department of Veterinary Clinical Studies. Assistant/Associate Professor in Preventive Veterinary Medicine. For Animals. Applications are invited from veterinary clinicians with an interest in food-animal medicine and production, with a particular interest in beef cattle feedlot medicine. The position is in the Field Service Unit. The candidate will conduct a number of seven veterinary clinics who conduct a teaching food-animal and equine practice. Dairy and beef cattle comprise the major portion of the practice; pigs and horses also make up a significant part of the practice. The duties will include classroom and field instruction of senior veterinary students in clinical and preventive medicine of food-animals. The candidate will be encouraged and expected to engage in research activities in food-animal preventive veterinary medicine. The candidate must also participate in the daily operation of the practice. The candidate must be a graduate veterinarian and eligible to become licensed to practice veterinary medicine in the province of Saskatchewan. Preference will be given to candidates with a post-graduate degree, post-graduate research experience, board certification or a recognized professional specialty equivalent. A demonstrated interest in preventive veterinary medicine and epidemiology applied to herd medicine would be desirable. Salary will be commensurate with qualifications and experience. The position will be available July 1, 1980. Interested applicants should submit a current curriculum vitae, names of three referees and a statement of teaching and research goals. Send applications to Dr. J. M. Adams, Head, Department of Veterinary Clinical Studies, Western College of Veterinary Medicine, University of Saskatchewan, Saskatoon, Saskatchewan, Canada, S7N 0W0.

**UNIVERSITY OF GUELPH.** Department of Clinical Studies. The Department of Clinical Studies of the Ontario Veterinary College, University of Guelph is seeking applications for a faculty position in the area of Large Animal Surgery to be available September 1, 1980. The

duties will include participation in teaching in both the undergraduate and graduate level in the hospital service. The Large Animal Clinic saw 871 cattle, 1586 horses, 119 sheep and 174 goats in 1978. Scholarly development will be encouraged. The applicant must be licensed to practice in Veterinary Medicine in the Province of Ontario. An advanced degree or research experience, board certification or eligibility for board certification, together with relevant teaching experience are required. Rank and salary are commensurate with training and experience. The position is subject to final budgetary approval. Applications and enquiries can be forwarded to: Dr. M.R. Wilson, Chairman, Department of Clinical Studies, Ontario Veterinary College, University of Guelph, Guelph, Ontario, Canada N1G 2W1.

**UNIVERSITY OF GUELPH.** Department of Clinical Studies. A faculty position in the area of Radiology if available in the Department of Clinical Studies, Ontario Veterinary College, University of Guelph, effective April 1, 1980. The main duties of the applicant will be to teach radiology at the undergraduate and graduate level and to participate as a clinician in the Veterinary Teaching Hospital. The applicant must be eligible for licensure in the Province of Ontario. An advanced degree, Board certification or eligibility for Board certification and teaching is required. Salary and rank will be commensurate with experience and qualifications. Selection of the successful applicant will be made on recommendation of a selection committee. The position is subject to budgetary approval. Enquiries regarding the position can be made to: Dr. M.R. Wilson, Chairman, Department of Clinical Studies, Ontario Veterinary College, University of Guelph, Guelph, Ontario, Canada N1G 2W1.

**UNIVERSITY OF GUELPH.** Department of Clinical Studies. The Department of Clinical Studies of the Ontario Veterinary College, University of Guelph has available a faculty position in the area of Anesthesiology as of January 1, 1980. The main duties of the applicant will be to teach anesthesiology at the undergraduate and graduate level and to participate as a clinician in the Veterinary Teaching Hospital. The applicant must be eligible for licensure in the Province of Ontario. An advanced degree, teaching experience and Board certification or eligibility for Board Certification are desirable. Salary and rank will be commensurate with experience and qualifications. Selection of the successful applicant will be made on recommendation of a selection committee. The position is subject to budgetary approval. Enquiries regarding the position can be made to: Dr. M.R. Wilson, Chairman, Department of Clinical Studies, Ontario Veterinary College, University of Guelph, Guelph, Ontario, Canada N1G 2W1.

**UNIVERSITY OF GUELPH.** Department of Clinical Studies. The Department of Clinical Studies of the Ontario Veterinary College, University of Guelph is seeking applicants with a minimum of 10-15 years postgraduate experience for a faculty position in the area of Large Animal Surgery to be available September 1, 1980. The duties will include participation in teaching at both the undergraduate and graduate level and in hospital service. The Large Animal Clinic saw 871 cattle, 1586 horses, 119 sheep and 174 goats in 1978. The applicant must be licensed to practice Veterinary Medicine in the Province of Ontario. An advanced degree or research experience and board certification, together with relevant teaching experience, are desirable. Scholarly development will be encouraged. Rank and salary are commensurate with training and experience. The position is subject to final budgetary approval. Applications and enquiries can be forwarded to: Dr. M.R. Wilson, Chairman, Department of Clinical Studies, Ontario Veterinary College, University of Guelph, Guelph, Ontario, Canada N1G 2W1.

## WOMEN'S STUDIES

**SIMON FRASER UNIVERSITY.** Women's Studies Program. The Women's Studies Program and the Centre for the Arts at Simon Fraser University expect to make a tenure-track joint appointment at the rank of Assistant Professor for September, 1980. The candidate should have critical and theoretical interests in both Fine Arts and Women's Studies. Areas of specialization include Art History, Film History and Theory, or historical and critical interest in other arts. The candidate would be expected to teach existing courses and contribute to curriculum development in both interdisciplinary programs. Preference will be given to candidates with teaching experience in Women's Studies and Fine Arts. Send application with a curriculum vitae and names of three referees to: Meredith Kimball, Co-ordinator, Women's Studies Program, Simon Fraser University, Burnaby, B.C., V5A 1S6 by February 15, 1980. \*Appointment subject

to budgetary approval.

**SIMON FRASER UNIVERSITY.** Women's Studies Program. The Women's Studies Program and the Department of History at Simon Fraser University expect to make a tenure-track joint appointment at the rank of assistant professor for September, 1980 (appointment subject to budgetary approval). The candidate should be capable of teaching Canadian social history and Canadian women's history. Preference will be given to applicants who are eligible for employment in Canada at the time of application. Ph.D. preferred. Salary will be commensurate with qualification. Send application with the curriculum vitae and names of three referees to: Meredith Kimball, Co-ordinator, Women's Studies Program, Simon Fraser University, Burnaby, B.C. V5A 1S6 by January 18, 1980.

## LATE ADS

**UNIVERSITY OF OTTAWA.** Department of Linguistics. Possible opening for a position, availability of which is strictly subject to budgetary approval, in Theoretical Linguistics (especially French Linguistics) and/or Applied Linguistics. The candidate must be bilingual in French and English and hold the Ph.D. or equivalent. The rank and salary commensurate with experience and accomplishments of the candidate. Applications, with the names of references, should be sent before January 5, 1980 to: P.C. Hauptmann, Interim Chairman, Department of Linguistics, University of Ottawa, Ottawa, Ontario K1N 6N5. Position effective July 1, 1980.

**UNIVERSITÉ D'OTTAWA.** Département de Linguistique. Ouverture possible en linguistique théorique (surtout linguistique française) et/ou linguistique appliquée; poste absolument sujet aux prévisions budgétaires. Le candidat doit être bilingue (français-anglais) et être détenteur d'un doctorat ou l'équivalent. Le rang et le salaire dépendent des qualifications et de l'expérience du candidat. Prière de faire parvenir les demandes ainsi que les noms des répondants avant le 5 janvier, 1980, à Dr. P.C. Hauptmann, Directeur intérimaire, Département de Linguistique, Université d'Ottawa, Ottawa, Ontario K1N 6N5. Entrée en fonction le 1er juillet, 1980.

**UNIVERSITY OF LETHBRIDGE.** Department of Management Arts. 1. Rank: Assistant or Associate Professor. 2. Qualifications: Doctorate or masters plus advanced study and experience. 3. Duties: Teaching and research in one or more of the following areas: Accounting, finance, general management, management science. 4. Salary and rank: dependent upon qualifications. 1978-79. Minimum: Assistant Professor, \$26,180. Associate Professor, \$26,180. 5. Inquiries or applications: Send to: L.G. Hoye, Acting Chairman, Department of Management Arts, University of Lethbridge, 3601 University Drive, Lethbridge, Alberta T1K 3M1. 6. Closing date: when filled. 1980.

**UNIVERSITY OF TORONTO.** Medical Microbiology Department. University Title: Professor and Chairman. Qualifications required: M.D., Royal College Fellowship. Nature of duties: Leadership of a university department with division in six affiliated teaching hospitals, and a central campus research facility. The chairman may also be chief of ophthalmology at an affiliated teaching hospital. Salary: commensurate with the rank and full time university status. Person to whom inquiry should be sent: Dr. R. Brian Holmes, Dean, Faculty of Medicine, University of Toronto, Room 2109, Medical Sciences Bldg., Toronto, Ontario, Canada M5S 1A8. Effective date of appointment: July 1, 1980. Closing date for receipt of application: February 15, 1980.

**UNIVERSITY OF TORONTO.** Department of Obstetrics and Gynaecology. University Title: Professor and Chairman. Qualifications required: M.D., Royal College fellowship or equivalent. Nature of duties: Leadership of a university department with division in seven affiliated teaching hospitals, research activities in medical sciences bldg., association with several community hospitals, and a close linkage with the proposed high risk pregnancy network program for metropolitan Toronto. The chairman

may also be chief of obstetrics and gynaecology at an affiliated hospital. Salary: commensurate with the rank and full time clinical faculty status. Person to whom inquiry should be sent: Dr. R. Brian Holmes, Dean of Faculty of Medicine, University of Toronto, Room 2109, Medical Sciences Bldg., Toronto, Ontario, Canada M5S 1A8. Effective date of appointment: July 1, 1980. Closing date for receipt of application: February 15, 1980.

**UNIVERSITY OF TORONTO.** Department of Geology. Tutor or senior tutor. We are seeking a candidate with a B.Sc., M.Sc. or Ph.D. in the earth sciences who is interested in and enjoys teaching introductory geology with special emphasis on laboratory demonstrations and tutorials. A candidate who has experience and shown innovation in preparing displays and developing instructional tools is preferred. Interests in any other aspect of geology is also an asset. Submit cv. with the names of three references to: Prof. D.W. Strangway, Department of Geology, University of Toronto, Toronto, Ontario M5S 1A1. Deadline: December 31st — so we may arrange for an interview.

**UNIVERSITY OF TORONTO.** Department of Geology. The Department of Geology expects to be able to hire post-doctoral fellows or research associates in some of the following fields commencing April, 1980. If interested, please submit cv. and the names of three references to: Chairman, Department of Geology, University of Toronto, Toronto, Ontario, M5S 1A1: analytical absorption spectroscopy — geochemistry of volcanics — mineralogy/crystallography — experimental petrology — field based analytical studies of igneous and metamorphic petrology — paleomagnetism with emphasis on ore deposits, on Archean rocks and on geotectonics— electrical properties of rocks and minerals.

**UNIVERSITY OF TORONTO.** Department of Geology. A post-doctoral research associate position is open in the application of nuclear physics techniques to mass spectrometry employing a 3 MV tandemron in a molecular dissociation. Applicants should have experience in nuclear physics with electrostatic accelerators and the instrumentation of nuclear physics. The position is for a maximum of three years and involves the supervision of the construction and the operation of the apparatus and further development of the systems for radio carbon dating, geological ion microprobe work and nuclear physics. Send resume and two letters of reference to: Prof. D.W. Strangway, Department of Geology, University of Toronto, Toronto, Ontario, M5S 1A1.

**YORK UNIVERSITY.** Faculty of Business Administration, anticipates openings for one or two Visiting Professors, rank and salary open, to teach Organizational Behaviour or Industrial Relations. Two courses are available in 1980/81 and 1981/82. We prefer someone with demonstrated research accomplishments in Organizational Behaviour, or Organizational Theory, or Industrial Relations. Contact Professor G.F. Farris, Area Coordinator, Organizational Behaviour, York University, 4700 Keele St., Downsview, Ontario M3J 2K6 or phone 416-667-3711.

**MEMORIAL UNIVERSITY OF NEWFOUNDLAND.** Department of Folklore, expects to make an appointment at the Assistant Professor or Lecturer level to begin September 1980. Primary consideration will be given to applicants who have a special competence in folk narrative and folklore, who have experience in teaching introductory courses, and who have interests in Canadian, and especially Newfoundland, folklore. Applications, with curriculum vitae and the names of three references, should be sent not later than January 31, 1980 to: Dr. David Chalmers, Head, Department of Folklore, Memorial University of Newfoundland, St. John's, Nfld. A1C 5S7.

**THE UNIVERSITY OF ALBERTA.** Department of Geography. Applications are invited for a tenurable position at the Assistant Professor level available July 1, 1980. Base salary in excess of \$21,000. Position is in one of the following fields; biogeography (particularly boreal ecology), cartography (particularly computer graphics) or water resources. Ph.D. required or near completion. Applicants who will be expected to have strong teaching and research commitments, should send curriculum vitae and names of at least three references to: Dr. I.A. Campbell, Professor and Chairman, Department of Geography, University of Alberta, Edmonton, Alberta T6G 2H4. The University of Alberta is an equal opportunity employer.

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CAUT BULLETIN ACPU DECEMBER/DECEMBRE, 1979



# Economic Benefits

on which the comparisons were based was small and outnumbered by the female group (25 men, 45 women) and therefore the sampling errors were large. Second, where a particular female's career pattern, (e.g. twenty years of service at MSVU; fifteen years as an elementary school teacher before joining MSVU) differed markedly from the average male profile, the male equations were poor predictors of this person's salary. Third, an apparent underpayment could have been due to reasons other than sex discrimination. For example, in the questionnaire a year on sabbatical or leave of absence counted as a full year of service at Mount Saint Vincent University. Therefore, a faculty member's actual 1977-78 salary would be lower than his or her predicted salary to the extent that he or she was away from campus on leave. Also there were many other factors (outside of sex) in which the groups of males and females differed.

Having made these cautionary remarks, the results were as follows. The average over/underpayment varied from + \$32 for an equation which included rank and years in rank as explanatory variables<sup>3</sup> to -\$1207 for an equation using DIV, PRIORFT, CURSTAT and CONYR as variables. The average of all four equations was -\$712. The study flagged 14 women who appeared to be underpaid at least \$1000 in comparison to similarly qualified males and perhaps an additional 9 other women—that is, possibly 23 out of 45 females. As a partial check on this method a test for reverse sex discrimination was made by substituting male characteristics into a female equation. The average under/over payment was + \$327 with 8 out of the 25 males with an underpayment of more than \$1000 compared to similarly qualified females.

## The first year salary equations

As a last topic, the paper looked at the determination of initial salaries at Mount Saint Vincent University to see what factors were important in explaining one's salary at the time of appointment and whether any sex or market differentials existed. Presumably, evidence of sex and market differentials in current salaries could be partly traced to initial salaries.

There is one major difference in developing a regression analysis of initial salaries compared to one for current salaries. A regression explaining current salaries is conducted at one point in time; it is a cross-section study. Trying to explain first year

salaries means comparing salaries over several years (up to 30 years in some cases). For example, suppose two people were identical in all respects except in the year they were hired; then their first year salaries would differ. As a result, any attempt to explain these salaries must take account of the passage of time. Since "date of appointment to Mount Saint Vincent University" was not asked on the questionnaire, proxy variables CONYR and CONRYSQ were used. *A priori*, the longer a faculty member's service at the Mount the lower his or her initial salary would be, simply reflecting the fact that salary floors have moved up over the years.

Seven equations were again selected as best predicting first year salaries for all faculty, males only, females only, professional areas only, nonprofessional areas only, faculty with Ph.D.'s and faculty without doctorates. The R<sup>2</sup>'s and standard deviations were surprisingly good. The significant variables explaining initial salaries were the constant term, first year educational status, and year of appointment (CONYR). There was a significant market differential for male faculty hired in the professional areas (an extra + \$2,924 compared to the average male hired in a nonprofessional area).

Using the males only equation we estimated the amount of sex discrimination in women's salaries at the time of initial appointment. Allowing for the fact that some respondents did not report their initial salaries and excluding some erratic salary residuals were differing markedly from the average male profile the average amount of salary anomalies at time of appointment was established as—\$694. Certainly some part of this reflected the fact that no male respondent had been employed at Mount Saint Vincent University for more than 11 years while some female respondents had 30 or more years of service. Attempting to explain initial female salaries 20 or more years ago on the basis of data for male salaries for the past 11 years was bound to be subject to error. Part of this apparent underpayment was no doubt due to this problem and to the small number of men in the sample. Of the 14 females with 1977-78 salary underpayments of more than \$1000, 7 of them appeared to have been underpaid when initially hired.

## Conclusions

The main conclusions reached in the study were as follows:

- 1) The variable most closely related to current salary was current rank, however, rank and salary were so related that rank obscured the relationship between salary and other variables. When rank and years in the rank were omitted, years of service at Mount Saint Vincent University, one's educational status at time of hiring and the constant term (base salary?) were the significant variables influencing 1977-78 salaries. Male current salaries were also significantly affected by prior experience other than in teaching and by the division in which they taught.
- 2) The significant factors affecting initial salaries at MSVU were educational status at date of appointment, the constant term and how long ago one was hired. For male faculty the division variable was also a significant determinant of their initial salaries.
- 3) In none of the equations explaining current or initial salaries was SEX a significant variable. However, in all equations but one the coefficient was negative and varied between—\$80 (NONDOC current salaries) and—\$1343 (PRO initial salaries). Only in one equation (NONPRO current salaries) was the SEX coefficient positive (+ \$150). If one looked at individual female faculty members rather than averages and tested for sex discrimination by substituting female characteristics into male current or initial salary equations, evidence of sex discrimination did appear. At least 14 out of 45 women appeared to be underpaid a minimum of \$1000 in comparison to similarly qualified men. The average under-

payment was approximately — \$700. However, 8 out of 25 males also appeared to be discriminated against if one substituted male data into the female current salary equation. Here there appeared to be an average overpayment of + \$300 approximately. Since the evidence was so mixed and the number of people sampled relatively small the paper concluded that there was no significant evidence of sex discrimination.

4) In testing for the presence of market differentials we found the average 1977-78 salary reported by Mount Saint Vincent University faculty in the professional areas was \$17,790 compared to an average \$19,565 for respondents in nonprofessional areas. However, these figures do not correct for other factors such as years of service, educational status, et cetera. Using multiple regression analysis and including a dummy variable for DIVISION (0 nonprofessional area, 1 professional area) showed that DIVISION was not a significant variable in determining current or initial salaries for all faculty as a group. It did have a positive sign implying faculty in professional areas do receive a bonus for market factors (+ \$517 for current salaries and + \$284 for initial salaries). However, market differentials were a significant factor for male faculty members. The average male faculty person received an extra \$4,615 in current salary if he is employed in a professional area compared to similarly qualified men in nonprofessional areas (or an extra \$2,924 in initial salary at time of appointment). If one compared faculty with the same rank, same years in rank, same sex, etc., then the average person in professional area appeared to be paid approximately \$900 more than his or her equivalent in a nonprofessional area.

5) Educational attainment was an important variable in determining salary. The average current salary of respondents with Ph.D.'s at Mount Saint Vincent University was reported as \$19,926 compared to an average \$16,949 for faculty without doctorates. For both groups the most significant factors determining their salaries were years of service and the constant term. For faculty without Ph.D.'s their initial salaries were affected also by their prior years of experience other than in university teaching. The data showed that finishing a degree while at MSVU was worth \$3,661 in 1977-78 salary compared to \$5,880 for faculty hired with a completed doctorate, resulting in an average loss of — \$2219 in 1977-78 salary.

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1. In W. Shrank's salary study (*Canadian Journal of Economics*, August 1977, page 429) his estimation of average sex discrimination rises from \$705 when rank is included as an explanatory variable to \$1,766 when rank is excluded. This indicates that part of the sex discrimination in faculty salaries at Memorial University in 1973-74 was due to inadequate promotion of women faculty through the ranks.
2. Note that those faculty who received their doctorate during their first year at Mount Saint Vincent University would immediately move from the lecturer to the assistant professor rank and the loss in salary would be much less. The longer one took to complete the doctorate, the greater the loss in salary. The \$2219 represented an average loss. We did not collect data on how long faculty were at MSVU before their degrees were completed so the range of time periods is unknown.
3. Note that males appeared to be penalized more heavily than females for not starting with a Ph.D. (\$2501 compared to \$2188). Was it because there was an implicit penalty against men with only a masters degree? W. Schank also found similar evidence (*Canadian Journal of Economics*, August 1977, p. 429).
4. Elizabeth L. Scott, *Higher Education Salary Evaluation Kit*, A.A.U.P., pages 2-3.
5. As expected, including rank as a variable, disguised the presence of any anomalies.

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# ECONOMIC BENEFITS. BENEFICES ECONOMIQUES

*This is a summary of a paper on fulltime faculty salaries at Mount Saint Vincent University, Halifax, Nova Scotia, done for the M.S.V.U. Faculty Association by L. Eden of the Economics Department. Copies of the detailed study can be obtained by writing the M.S.V.U.F.A.*

## Faculty salary structures— A case study

by Lorraine Boyd Eden

### Introduction

Mount Saint Vincent University is a small university located in Halifax, Nova Scotia, with about 1500 fulltime students. It is primarily an undergraduate institution concerned with the education of women. Degrees are offered in arts, business administration, child study, education, home economics, science, public relations and secretarial arts.

In the spring of 1978 the M.S.V.U.F.A. prepared a survey designed to answer several questions: What factors were most important in 1977-78 MSVU faculty salaries? Was there sex discrimination in salaries? Was there a market differential in salaries? How did educational qualifications affect career profiles and earnings?

These questions are interesting because the MSVU faculty of 1977-78 was perhaps atypical of general Canadian university faculties. The Mount was unusual in several characteristics: size, female-male ratio; per cent of assistant professors; per cent of faculty who had completed doctorates at time of hiring; years of service at the university and age of faculty. In 1977-78 there were 100 fulltime faculty at MSVU, 61 of whom were female. The majority of respondents to the questionnaire were also female (65 per cent). Sixty-one per cent were assistant professors. Although 66 per cent of the respondents had completed doctorates in 1977-78, half of the Ph.D.'s were achieved after the initial MSVU appointment. The majority of respondents (63 per cent) had continuously taught at MSVU for four years or less. And finally, more than 40 per cent of faculty were under 35 years of age compared to 30 per cent of all Canadian faculty.

The method employed to answer the questions raised above was multiple linear regression using current salary as the dependent variable and a few predictor variables. Rank was not used as a predictor of salary because the variables explaining rank are basically the same ones that explain salary. If rank is used to predict salary, the estimated salary will almost exactly equal the actual salary, implying little or no salary inequity.<sup>1</sup> The predictor variables used were:

- (1) SEX (0 male, 1 female)
- (2) DIVISION (0 nonprofessional, 1 professional)
- (3) FYSTAT (0 bachelors, 1 masters, 2 doctorate)
- (4) CHGSTAT (0 no change in educational status, 1 change in status)
- (5) CONYR—years of continuous service
- (6) CONYRSQ—since the relationship between years of service and salary may be nonlinear, we added a quadratic term; that is, the relationship is of the form  $Y = aX + bX^2$
- (7) PRIORFT—years of fulltime teaching prior to joining MSVU
- (8) PRIORFTSQ—a quadratic term whose purpose is the same as (6)
- (9) PRIORT—years of part-time teaching prior to joining MSVU
- (10) PRIORTSQ—quadratic term

- (11) PRIOROTH—years of other experience prior to joining MSVU
- (12) PRIOROTHSQ—quadratic term

The predictors fell into four groups; sex, division, educational qualifications and experience, both at MSVU and before joining Mount Saint Vincent University. Obviously, sex and division variables were included to test for sex and market differentials in faculty salaries and CONYR would measure experience in current employment. In most salary studies the employee's experience prior to his current position must be measured indirectly by years of service at the present university, age, years since the highest degree, and quadratic forms of these terms. In this study we were fortunate to have direct data on the experience of faculty prior to joining Mount Saint Vincent. Experience was divided into three categories: fulltime university teaching, part-time university teaching, and other related fulltime experience. Presumably, these variables are significant in determining one's initial salary, and therefore, indirectly one's current salary. Age was not used as a variable for two reasons. First, it is a proxy for experience and no such proxy is needed. Second, while some women faculty follow the traditional male career path of high school, university, and teaching in that order without breaks, others take time out to have families and start their university careers at a later stage in their lives. Age therefore would not consistently predict the current salary of women. For both males and females it was decided that current educational status would oversimplify the role of education as a determinant of salary. As explained previously, a large per cent of faculty received their doctorates while at the university. Their 1977-78 salaries did not reflect the status achieved in that year and were, therefore, lower than faculty who were otherwise similarly qualified but who came with doctorates completed. Educational qualifications were therefore more accurately represented by the variables FYSTAT and CHGSTAT.

The study gave some tentative answers to the four questions above, however, three qualifications were made. First, the response rate was 80 per cent and the resulting gaps in information could have biased the results. Second, the questionnaire did not ask for information on such things as age or number of publications, that had been used in other salary studies. Third, the survey was for one year and for a small sample. It therefore would be unwise to assume the results would equally apply if the same study were carried out in other years. As a result the significance tests used below are an imperfect measure of the "importance" of a coefficient, even though the sample was not a random sample.

### The current salary equations

The same set of independent variables were used to explain 1977-78 salaries of seven different classes of employees. Thus one equation was fitted respectively for: all faculty, males only, females only, professional faculty only, nonprofessional faculty only, those with doctorates and those without doctorates. The first equation given below demonstrates the results in the case of all faculty (CURSAL) and hence is based on all 70 observations. (Standard errors of the regression coefficients are shown in parentheses.)

#### CURSAL =

$$10933 - 388 \text{ SEX} + 284 \text{ DIV} + 2940 \text{ FYSTAT} \\ (989) \quad (553) \quad (572) \quad (475) \\ +721 \text{ CHGSTAT} + 810 \text{ CONYR} - 9 \text{ CONYRSQ} \\ (573) \quad (101) \quad (3) \\ +285 \text{ PRIORT} + 11 \text{ PRIORTSQ} - 130 \text{ PRIORT} \\ (423) \quad (78) \quad (294) \\ +46 \text{ PRIORTSQ} + 1 \text{ PRIOROTH} + 2 \text{ PRIOROTHSQ} \\ (41) \quad (82) \quad (3)$$

The  $R^2$  in this equation was a respectable .86 meaning that 86 per cent of the variation in actual salaries was explained by this predictive equation. This was the best we could achieve when rank was excluded as a predictor variable. Certain of the independent variables were significant; others were not. To say that a variable is significant at the one per cent level means that there is only a one per cent chance that the coefficient is not different from zero (i.e., there is no relationship between the predictor and the dependent variable). In the first equation the significant variables were the constant term; FYSTAT, CONYR and CONYRSQ. The negative coefficient on CONYRSQ indicates that salary increments decline with years of service. Since SEX has a coefficient of  $-388$ , the sex differential was an average +\$388 per faculty member in favor of the males, but the variable was not significant. Similarly, the coefficient of the DIV variable was +\$284, implying a faculty member in the professional area received, on average, \$284 more than an equally qualified member in the nonprofessional division. But this also was insignificant. Therefore, there was not sufficient evidence here to conclude that sex or market variables were significantly associated with salary.

From this equation it becomes apparent that a loss in salary is directly attributed to coming to the university without a completed doctorate. A faculty member as a result of joining the Mount with a masters degree added an average \$2940 to his/her 1977-78 salary (coefficient of FYSTAT variable). The CHGSTAT variable implied that receiving the doctorate added an extra \$721 to one's current salary so that \$3661 of one's current salary could be explained by these educational qualifications. On the

other hand, starting at Mount Saint Vincent University with a doctorate was worth \$2940 x 2 or \$5880 in current salary compared to those who completed their degrees later. The loss in 1977-78 salary due to coming to the University with an M.A. but without a completed doctorate was, on average, \$5880-\$3661 or \$2219. Presumably, this loss was never made up.<sup>2</sup>

When the same equation as above was fitted for men only, the constant term, DIV, FYSTAT, CONYR, PRIOROTH and PRIOROTHSQ were significant. A market differential did exist: that is, if we took two similarly qualified men, one in a nonprofessional department, the other in a professional area, the man in the professional area earned on average, \$4615 more than his nonprofessional counterpart. The loss in 1977-78 salary due to entering Mount Saint Vincent University without a doctorate averaged out to \$2501 for male faculty.

In the third equation run using only the female respondents the significant variables explaining female current salaries were the constant term, FYSTAT and CONYR. The DIV coefficient was negative (-\$73) and not significant, that is, there was no evidence of a market differential for female faculty in the professional areas although there was a significant differential for men. One could speculate that this occurred because women were treated as secondary workers with less mobility than men and therefore were unable to exploit a market differential in certain occupations. Finally taking an initial appointment without a completed doctorate caused a loss in the average female's 1977-78 salary of \$2188.<sup>3</sup>

The results obtained from the remaining four regressions cannot be described here in detail. The following summary is based on the results using all seven equations. Current salary was predicted with a high degree of accuracy using sex, division, educational status and years of experience as explanatory variables. There may have been salary differences due to sex or market factors but these, on average, were not significant. A person's current salary was negatively affected if that person was delayed in receiving a doctorate until after joining the University. Prior experience, either full-time, part-time or related experience was not a significant determinant of current salary while continuous years of service at MSVU was a significant variable.

### Testing for the presence of sex discrimination

The study also attempted to test for the presence of sex discrimination in faculty salaries at MSVU using the method outlined by the A.A.U.P.<sup>4</sup> The method is as follows:

- (1) select a predictor equation for male salaries using a multivariate linear regression method;
- (2) using that equation estimate the salary a woman of the same attributes would have received if she were a male;
- (3) subtract the female's predicted salary from her actual salary; and
- (4) flag all negative residuals for further investigation.

We followed this procedure using an equation based on the male salary equations. Estimations of female salaries from these male equations could only give a rough approximation of the actual under/over payment of 1977-78 salaries for several reasons. First, the male population